

RI Comprehensive Assessment System (RICAS) Test Coordinator Training

Spring 2022 Administration



RIDE Rhode Island
Department
of Education

Welcome to our test coordinator training for the Spring 2022 administration of the Rhode Island Comprehensive Assessment System, or RICAS.

Welcome

- Training Purpose
 - Outline key concepts and tasks for preparation and administration of RICAS.
 - Familiarize participants with processes in PearsonAccessNext (PAN).
- Training Objectives for Participants
 - To understand the state policies and procedures particular to RICAS and how to use them to guide local policies and administration.
 - To increase understanding of RICAS and administration responsibilities through opportunities to ask questions about any aspect of RICAS.
 - To gain experience in PAN with completing common tasks for administration.
 - To develop a training plan for students to help them become familiar with the RICAS test and the online testing platform.



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The purpose of this training is to provide information to test coordinators about the preparation, processes, and administration of RICAS to support you as you coordinate this assessment in your schools and districts this year.

By the end of this training, we intend for participants to have a greater understanding of RICAS policies and procedures and how those shape local administration. We know that this will be a lot of information to cover in a relatively short amount of time, and so we fully expect there to be questions during (and even after) this training. We will post this presentation deck and a recording for anyone to reference later on, as well. Finally, we will have a few activities throughout the presentation, including one where participants will login to PearsonAccessNext.

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This slide provides the contact information for our office team who support our state assessments in case you have any questions about our state assessments. This information will be repeated at the end of the presentation as well.

Housekeeping and Norms

- Webinar recording and slide deck will be posted to www.ride.ri.gov/assessment-training soon after the training.
- Questions will be answered after each section
 - Questions should be shared as they arise through the “Questions” feature.
 - We will pause after each section to review and answer them.
- PDFs of materials are available in the “Handouts” section, are posted on the RIDE website where indicated throughout this session.
- We will have a short break midway through the training during one of the activities



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The webinar recording and this slide deck will be posted to the Assessment Training page tomorrow. Test coordinators are welcome to review the deck and recording whenever needed.

We will pause at the end of each section in this training to answer questions submitted as noted on the slide. We will supplement this training with an FAQs document that will be posted mid-February. There will also be time for questions at the end of the training. For questions specific to a situation at your school or district, we may request that you reach out to us after this training either by phone or email to discuss, if we cannot answer it in a general way right now.

Materials are uploaded through the ‘handouts’ section of your webinar interface, and include: RICAS Test Coordinator Manual, Accommodations and Accessibility Features Manual, and a one-page list of acronyms for reference during this training.

We will have a short break midway through the training during one of the activities.

Agenda

1. RICAS Assessment Overview

- General Information about RICAS
- Test Design
- RICAS Reporting
- Sites to Bookmark
- Changes for Spring 2022 Administration

2. Before Testing: How to Prepare for RICAS Assessments

- Scheduling and Test Environments
- Personnel: Roles, Responsibilities, and Training
- PearsonAccessNext Overview
- Student Participation, Registration, and the PNP Process
- Preparing Technology
- Test Security
- Students and Families

3. During Testing: How to Administer RICAS Assessments

- Test Security and Testing Irregularities
- Managing PAN Sessions
- Monitoring Testing through PAN
- Support During Testing

4. After Testing: How to Close Out RICAS Assessments

- PAN Tasks
- Materials Handling
- Close-Out

5. Questions



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Here is the agenda for today's training. It is a lot of content, which is why we are recording the webinar and will post that and the presentation on the Assessment Training page for folks to reference as needed afterwards, in addition to manuals (particularly the Test Coordinator's Manual) and other supporting documents.

First, we will review the RICAS assessment – what it is, the kinds of items available, results and how to access that information, where to go to find RICAS resources, etc. For many of you this will be a refresher, but for any new test coordinators among us today, we hope this is a helpful orientation. We will also review changes for this upcoming administration.

The next three sections will follow the flow of the Test Coordinator Manual and review tasks for preparing, administering, and closing out the RICAS assessment. We will pause to answer questions after each section, and there will also be time for questions at the end. If your question isn't answered immediately, we may be about to cover that content.

RICAS Assessment Overview

We will begin with the RICAS overview.

RICAS and the Rhode Island State Assessment Program

This table displays all tests by grade level and content area that are included in the Rhode Island State Assessment Program (RISAP).

		Alternate Assessments							
	ACCESS 2.0 for ELs <i>English language proficiency</i>	Alternate ACCESS for ELs <i>English language proficiency</i>	DLM <i>ELA and math</i>	DLM <i>science</i>	NAEP	NGSA <i>Science</i>	RICAS <i>ELA and math</i>	PSAT™10 <i>reading and math</i>	SAT® School Day <i>Reading, writing, and math</i>
Kindergarten	K								
1	1	1							
2	2	2							
3	3	3	3				3		
4	4	4	4		4		4		
5	5	5	5	5		5	5		
6	6	6	6				6		
7	7	7	7				7		
8	8	8	8	8	8	8	8		
9	9	9							
10	10	10						10	
11	11	11	11	11		11			11
12	12	12							



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RICAS is one of the suite of assessments that comprise our Rhode Island State Assessment Program, or RISAP. As you can see, it assesses ELA and math for grades 3-8. We'll provide additional information on the next slide.

Rhode Island Comprehensive Assessment System (RICAS)

- What?

- Assesses students' understanding of the concepts, skills, and content in the Rhode Island Core Standards for English Language Arts (ELA) and Mathematics for their grade level
- Same assessment as MCAS (RIDE contracted with the Massachusetts Department of Elementary and Secondary Education)

- Why?

- Provides a valid and reliable mechanism to measure student learning in ELA and math
- Schools and districts can analyze results to inform local curricular and instructional choices regarding areas of strength and areas for growth
- Students and families review student achievement in relation to academic standards through the individual score reports (ISRs) which can inform discussions with teachers and instructional planning to better support student learning
- Fulfills federal requirements for high-quality statewide assessment of ELA and mathematics in grades 3-8



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RICAS is a high quality assessment that assesses students' understanding of the concepts, skills, and content in the Rhode Island Core Standards for ELA and Mathematics for students in grades 3-8. The assessment provides a valid and reliable mechanism to measure student learning in ELA and math, which districts and schools can use to help inform local educational decisions and students and families use to inform discussions to support student learning.

Rhode Island Comprehensive Assessment System (RICAS)

- When?
 - Administered annually each spring in two overlapping testing windows (ELA, mathematics)
 - Prior administrations*: 2017-18, 2018-19, and 2020-21 (*2019-20 was canceled due to the pandemic)
- How?
 - Computer/device-based testing through a secure application
 - Paper-based format available for students whose IEP documents that accommodation

The image displays two screenshots of the RICAS application interface. The top screenshot shows a math problem involving two triangles, EFG and TUV. Triangle EFG has side lengths EF = 16 cm, FG = 10 cm, and angle G = 28°. Triangle TUV has side lengths TU = 8 cm, UV = 5 cm, and angle U = 48°. The problem asks for the measure of angle T. Below the triangles are four multiple-choice options: A. 28°, B. 38°, C. 48°, and D. 52°.

The bottom screenshot shows a reading passage titled "Science writer Philip Hoose arrived in Argentina to help scientists capture birds called red knots, an endangered species, in order to track and study them. Red knots have one of the longest migrations of any bird, going back and forth from the Arctic to the southern tip of Argentina. Read the passage from Hoose and answer the questions that follow." The passage is attributed to Philip Hoose. The interface includes a table for marking answers, with columns for "Main Idea" and "Supporting Detail".

	Main Idea	Supporting Detail
"Something about this bird was exceptional, he seemed to possess some extraordinary combination of physical toughness, navigational skill, judgment, and luck." (paragraph 6)	<input type="radio"/>	<input type="radio"/>
"After recording BSO's measurements, Alan Baker handed them cordily to Patricia Gonzalez." (paragraph 13)	<input type="radio"/>	<input type="radio"/>
"About 25 percent of the birds are juveniles, with yellow legs and white crescents beneath grey bellies." (paragraph 16)	<input type="radio"/>	<input type="radio"/>

RICAS is administered annually each spring, in two overlapping test window (one for ELA, one for math), and is a computer-based test, though a paper format is available for students whose IEP/504 plan document that accommodation.

RICAS Test Design: ELA

Student Experience

- Read passage sets
- Respond to questions measuring reading and language standards
- Write in response to reading (literary and informational texts)
- Constructed responses embedded within passage sets (1, 2, or 3 passages)

Item Types

Multiple Choice	Students select one correct answer from several answer options
Multiple Choice – Two Part	Two-part questions where students select one correct answer for each part of the question
Technology Enhanced (CBT only)	Students answer questions using technology such as drag-and-drop
Short Response	Students construct a short written response
Text-Based Essays	Students write an essay in response to text(s) they have read

Resources

- RICAS Resource Center: Practice Tests - ricas.pearsonsupport.com/student/
 - RICAS Resource Center: Released Items and Student Work - ricas.pearsonsupport.com/released-items/
- RIDE Website: RICAS Assessment Test Design and Reporting Categories – www.ride.ri.gov/RICAS



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For RICAS ELA, students demonstrate their understanding of ELA concepts and skills through response to passage sets via a variety of different item types, including various types of multiple select as well as written answers. You can learn more about the test through the practice tests, released items, test design, and reporting category information found on these websites.

RICAS Test Design: Mathematics

Student Experience

- Selected response items and interactive items
- Demonstrate understanding of math concepts
- Apply math skills and use math tools (e.g., calculator, equation editor, gridded response)

Item Types

Multiple Choice	Students select one correct answer from several answer options
Multiple Select	Students select more than one correct answer from among several answer options
Technology Enhanced (CBT only)	Students answer questions using technology such as drag-and-drop or hot spots
Short Answer / Fill-in-the-Blank	Students construct a short written response, typically only a word or number
Constructed Response	Students write a response to a multi-part item that includes calculations and explanations to a problem or set of problems.

Resources

- RICAS Resource Center: Practice Tests - ricas.pearsonsupport.com/student/
- RICAS Resource Center: Released Items and Student Work - ricas.pearsonsupport.com/released-items/
- RIDE Website: RICAS Assessment Test Design and Reporting Categories – www.ride.ri.gov/RICAS



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RICAS math provides students with the opportunity to demonstrate their understanding of math concepts and skill application through a variety of item types, including constructed response that incorporates calculations and explanations. The resources listed on this slide provide examples of the test and its interactions, as well as more information about the test design and reporting categories.

RICAS Reporting

Type	When	Description	Source
Early Reporting	Summer	<ul style="list-style-type: none"> Raw student-level data Proficiency levels <i>cannot</i> be calculated No scale scores or growth 	PearsonAccessNext (PAN)
Released Items / Released Student Work	Late Summer / Early Fall	<ul style="list-style-type: none"> Released items (CBT/PBT), item information, rubrics, sample student responses Student responses to the released items 	<ul style="list-style-type: none"> Released items: RICAS Digital Item Library Student work: PAN
Students' Individual Score Reports (ISRs)	Fall	<ul style="list-style-type: none"> Scale scores, proficiency levels, growth (as applicable) by content area Item-level/reporting category performance Link to video version of ISR 	<ul style="list-style-type: none"> Paper copies (2/student) mailed to districts PDFs: PAN Send copy to outplacements
Confidential Release	Fall	<ul style="list-style-type: none"> District and school administrator access to student-level and aggregate data Item-level data at student/aggregate 	RIDE Portal's Student Data Portal app
Public Release	Fall	<ul style="list-style-type: none"> Public access to aggregate performance level data and aggregate item-level data 	RI Public Assessment Data Portal



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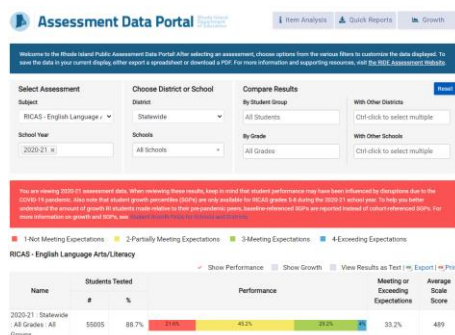
Early reporting is typically useful for understanding aggregate patterns for particular items. Reviewing released items in conjunction with the data can help point to areas where certain standards may need additional instructional attention. Released student work can help educators review how their students did as individuals on particular released items (including essays using the available rubrics), and help inform their own teaching in how those standards, tasks, skills, and content are addressed.

The ISRs release is to help inform families of how their students did (scale scores and – as applicable – growth), how the school/district/state did, and help them inform their discussions about their student's learning with teachers and schools.

The confidential release allows LEAs and schools additional time to review results before the aggregate results are reported publicly. Aggregate analysis of data available at the district/school level may help educators inform curriculum and instruction, particularly through review of trends, areas of strength, and areas of growth. The public release allows aggregate results to be viewed by any (within n size requirements), and can be a springboard for LEAs and schools to review their results and others', perhaps to spark conversations, partnerships, and collaboration where best practices can be shared and applied.

Quick Review of RICAS Data: RI ADP

- Dynamic tool to review assessment results
 - RI Assessment Data Portal (public): www.ride.ri.gov/riadp
 - Student Data Portal (confidential, educators only): <https://portal.ride.ri.gov>
- Suggested RIADP Activity for RICAS:
 - Find your district/school
 - Compare 2018-19 and 2020-21
 - Review all students / all grades, as well as various student groups and grade levels
 - Questions for consideration:
 - What stands out?
 - What might you want to analyze further?
 - What is surprising?



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You may be familiar with the RI Assessment Data Portal (or RI ADP for short) – which is the public version where anyone can see assessment result data in aggregate (school, district, state). This portal is dynamic, and can also be used to compare across schools and districts and administration years for a particular state assessment (cross-assessment comparisons are not possible).

Educators also have access to a confidential tool – the Student Data Portal (or SDP), which is part of the RIDE Portal. The SDP tool has the same dashboard as the ADP, but with more drill-down functionality and no suppression rules for confidentiality. Users can filter the data by additional parameters (such as by class or section, current students or tested students) for the students to whom they are linked through Teacher-Course-Student (or, TCS) data. As noted on this slide, user guides for each tool are posted on our Assessment Results webpage.

One of the ways you can review your data is through variations on the activity suggested here for the RIADP: select RICAS, find your district, then analyze. Filter by school year, school, grade level, and/or student group, and consider the questions noted.

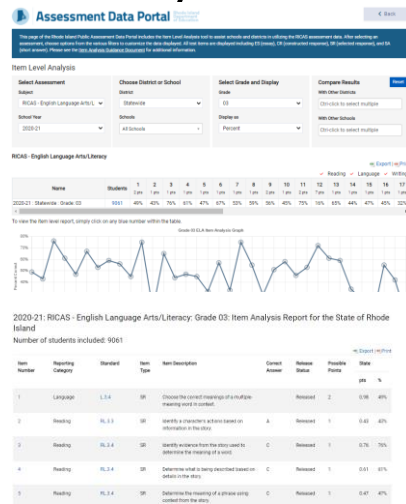
Quick Review of RICAS Data: Item Analysis

- Item Analysis Tool
 - Review item-level performance.
 - RICAS only, by grade level and school year for each content area – by district (“all schools”) or school.
 - SDP version of tool allows drill-down to student-level data.
 - Download the tables in Excel.
- Suggested Item Analysis Activity:
 - Select your district and school(s) for a particular grade level (or graph with statewide by selecting district and school from ‘compare results’).
 - Review the graph below.
 - Click the blue number in the chart to access the Item Level Report for a group.
 - Questions for consideration:
 - How might you use this data in conjunction with local assessment results?
 - How might reviewing this and student work for released items inform curricular and/or instructional decisions?



RIDE

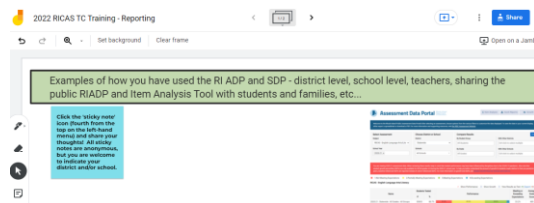
Items inform curricular and/or instructional decisions?



The Item Analysis Tool is accessible through the RIADP, with an SDP version that allows drill-down to student-level data. The tool is only available for RICAS, and by grade level. Comparisons can be made in the RIADP version for all schools or among schools in one or several districts, and to the state.

The activity suggested here is one way to use the item analysis tool. Guidance on the various elements of this tool can be found in the RIADP User Guide and in the SDP User Guide both posted on the Assessment Results page at www.ride.ri.gov/Assessment-Results.

Activity: Quick Share-Out



- Share out via Jamboard examples of how you have used these tools and any benefit or feedback on them: www.ride.ri.gov/TCTrainingRICASReporting.
- Questions to consider:
 - Have you used the public RI Assessment Data Portal, the confidential Student Data Portal, or the Item Analysis Tool?
 - Have your teachers used the RIADP, the SDP, or the Item Analysis Tool?
 - Have you shared the public RIADP and Item Analysis Tool with families?
 - How can RIDE support use and understanding of the RIADP and SDP in your district/school?



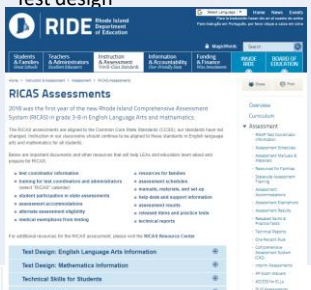
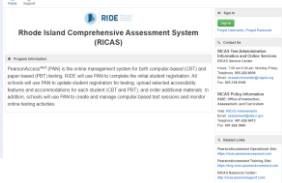

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We will now take five minutes for a quick share-out through Jamboard: www.ride.ri.gov/TCTrainingRICASReporting.

As you can see on the screen, there are two frames: one for examples of using these tools, the second for feedback and ideas. Using the sticky notes, please share your thoughts. All stickies are anonymous, but you are welcome to add your school or district for a shout-out. Once you have clicked 'send', please drag your sticky note to an open place on the page.

This link will remain open through mid-February, so you are welcome to add additional stickies if you think of something after the training that you would like to add.

Sites to Bookmark

RICAS – RIDE Website	PearsonAccess ^{Next} Sites	RICAS Resource Center
www.ride.ri.gov/ricas	https://ri.pearsonaccessnext.com	http://ricas.pearsonsupport.com
<p>Links to pages:</p> <ul style="list-style-type: none"> • Test coordinator information • Manuals and materials by role (test coordinator, test administrator) • Accommodations • Test design 	<ul style="list-style-type: none"> • Operational (“blue”) site: manage test administration during testing • Training (“brown”) site: conduct infrastructure trial prior to testing • Set and update student test format (PBT or CBT) • Manage student accommodations and accessibility features • Monitor test sessions and status 	<ul style="list-style-type: none"> • Training modules for TCs/TAs • Practice tests and TestNav tutorial • Released items and student work • PearsonAccess^{Next} user guides • Technology support and guides • RICAS Service Center information 

These three sites are where you will find the information you will need for RICAS – whether it’s manuals, practice tests, test administrator modules, or logging in to update student settings or to begin a session. The first, ride.ri.gov/RICAS, contains links to the manuals page, the assessment training page, and general information about the assessment – the RICAS Resource Center has the same, as well as practice tests and tutorials.

We will be logging in to PearsonAccessNext (PAN) later in this session (I’ll share the links at that time as well), both the operational/blue site and the training/brown site. This year we also created a handout with acronyms used in our state assessment system that is posted on the Assessment Training page.

Changes for Spring 2022 RICAS Administration

- PearsonAccessNext redesign and functionality updates:
 - New home page navigation menu and customization.
 - New testing status dashboard.
 - Do Not Report (“Void”) functionality limited to State use only.
 - PAN Training (“Brown”) site will have the same nightly feed as the Operational (“Blue”) site).
- Test Coordinator Manual reorganization:
 - Organized chronologically by tasks.
 - Each section has a quick-reference checklist.
 - PBT Testing Appendix reorganized.
- Updated resources:
 - TAMs to be posted to Assessment Manuals page no later than next week.
 - Training modules currently being refreshed on the RICAS Resource Center site.
 - Materials lists by grade level and content area to be posted on RIDE’s Assessment Manuals page.
- Concurrent Testing Requirement
 - The concurrent testing requirement was waived for 2021 due to required health and safety measures for schools (including room capacity) and distance learning scheduling during that time of the pandemic.
 - As in past years, for spring 2022 schools should again test all students in a grade in the same session at the same time (excluding make-ups). If you are concerned about your school’s capacity, please reach out to RIDE to discuss your options.



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Please note – in the RICAS TCM on page v (Changes for 2022), there is a typo: it should read Part II Section C, not Part III Section C.

We have a few updates and changes for this year’s RICAS administration.

First PearsonAccessNext has several updates: there is a new home page navigation menu, as of February 1, which can be customized to view certain tasks. There is also a new testing status dashboard for monitoring testing, which we’ll review in the ‘during testing’ section. Most importantly, the Do Not Report (“Void”) functionality has been limited to State use only. This functionality is only needed when a student tests with an incorrect accommodation and thus has to have their accommodations settings updated and a new test assigned to them. We’ll review information about accommodations preparation and accommodations-related testing irregularities (including the changes based on this update) later in the presentation.

You will see that the Test Coordinator Manual (TCM) has been reorganized and shortened. If you have already reviewed the NGSA TCM, you will see that they are organized similarly. Now, details about a particular task are in its task section rather than potentially in several places within the manual.

We are in the process of updating the resources on the RICAS Resource Center and our RIDE websites, and thank you for your patience as those are finalized and posted. Currently, the Test Coordinator Manual is posted on the RIDE Assessment Manuals site. The TCM and both of the Test Administrator's Manuals (TAMs) posted on the RICAS Resource Center have not yet been updated – always check the administration date for manuals. We expect the TAMs will be available no later than next week. Training modules on the RICAS Resource Center are also in the process of being refreshed, again by early next week. New this year – RIDE has created materials lists by content area and grade level which test coordinators and test administrators can reference to ensure that students have the materials needed and are not accessing prohibited materials during testing. Those will be posted by early next week as well, and we will show a screenshot of them later in the presentation.

The final update is regarding the concurrent testing requirement. This year, we will again be expecting schools to test all students in a grade in the same content area session (such as ELA Session 1 or ELA Session 2) at the same time (excluding make-ups, of course). If you have any questions, please reach out to RIDE.

Before Testing:

How to Prepare for RICAS Assessments



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Moving on to the first section: before testing, how to prepare for the RICAS Assessment.

Testing Windows and Session Length

- Districts / schools schedule within these state testing windows

ELA State Testing Window	Mathematics State Testing Window
March 28 – April 29, 2022	April 25 – May 27, 2022

- Session information

- All tests are **untimed**. The session times listed in the table below are *recommended*.
- Students may continue testing beyond the scheduled testing session (extended time) if they are working productively
- Schools may plan for one short, supervised break per session (3-5 minutes) to be given at each test administrator's discretion

Grade/Content Area	Session 1	Session 2
3-8 ELA	120-150 minutes	90-120 minutes*
3-8 Mathematics	90 minutes	90 minutes



* ELA Session 2 was shortened in 2021 to have one less essay and the recommended time adjusted accordingly
 ** Please note – in the RICAS TCM on page v (Changes for 2022), there is a typo: it should read Part II Section C, not Part III Section C.

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First, here is a brief review of the testing windows and session length for each content area, ELA and math.

As a reminder, districts and schools select the days within the state testing window on which they will administer the RICAS sessions. The ELA state testing window begins March 28 and ends April 29. The mathematics state testing window begins April 25 and ends May 27 this year. There is a one-week overlap between windows.

All tests are untimed, but we recommend scheduling sessions as indicated in the chart here. Testing times are the same as for Spring 2021. Some students may finish before the recommended time (and so may work on approved activities as noted in the TAMs until the session is finished), and others may need extended time which they are welcome to have so long as they are working productively – more information about that, and other considerations (such as scheduling two sessions in one day) can be found in the Test Coordinator's Manual and in the TAMs. A brief correction to the TCM is noted at the bottom of this slide – on page 'v' (the table for Changes for Spring 2022), there is a typo referring to the testing times – it should read Part II, Section C, not Part III, Section C.

Session Scheduling

- **Schedule sessions as early in the state testing window as possible**
 - Sufficient time for make-ups, especially if a student must quarantine
 - Student mobility between schools/districts during a testing window
- **Plan opportunities for students to interact with the practice test** before the testing window opens – especially students using accommodations or accessibility features
 - Test administrators lead a practice test activity in their classrooms
 - Schools conduct an infrastructure trial for one or more grades
- **Complete the PNP (Personal Needs Profile) process as early as possible** for all students – not just PBT
 - Helps plan out testing space required for certain accommodations (e.g., speech to text and 1:1 administration, small group)
 - Last-minute additions or changes (e.g., new students, IEP updates) are easier to manage

2021-2022 RICAS Schedule

TASK DESCRIPTION	START DATE	END DATE
ELA Testing Window <ul style="list-style-type: none">• There are no extra dates for make-ups• ELA make-up tests must be administered within this testing window	March 28, 2022	April 29, 2022
Math Testing Window <ul style="list-style-type: none">• There are no extra dates for make-ups• Math make-up tests must be administered within this testing window	April 26, 2022	May 27, 2022



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When scheduling, we recommend scheduling sessions as early in the state testing window as possible to account for make-ups and student movement.

Students benefit from interacting with the practice tests – especially to try out accommodations or accessibility features or assistive technology they will use – prior to taking the actual test.

The Personal Needs Profile process is where test coordinators assign accommodations and accessibility features to students in accordance with documented test supports (their IEP/504 plan, or EL support documentation). We'll review that in more detail later, but it's important to do that as early as possible – not only for assignment of PBT forms, but to help plan out other aspects of testing such as space or management of last-minute changes.

Test Environments

(see RICAS TCM and RISAP Test Coordinator Handbook)

- Plan for testing locations that are quiet and will not have interruptions by unauthorized personnel so that students can work productively.
- If testing in ELA, math, or elementary classrooms, ensure that all materials related to the content being tested that day are covered or removed from walls, shelves, etc., per test security requirements.
- Consider room set-up options that prevent students from seeing others' screens (test materials) and allow sufficient space for test administrators and proctors to move around the testing location as they actively monitor test administration.



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This information about testing environments is covered in more detail in the TCM and the RISAP Test Coordinator Handbook. Generally, you need to make sure that students are testing in a place where there are no distractions and where there are no materials or resources visible that might provide students with an unfair advantage.

Personnel: Roles, Responsibilities, and Training

Next, we will briefly review roles and responsibilities for personnel involved in testing. This is covered in more detail in the RISAP Overview Test Coordinators Training from January – that recording and slide deck are available on the Assessment Training page.

Roles and Responsibilities

(see RICAS TCM for detailed tasks and RISAP TC Handbook for detailed requirements for role eligibility)

Role	Description
District Test Coordinator	<ul style="list-style-type: none">• Coordinates, manages, and plans district-wide implementation of RICAS.• Completes required RIDE training and training modules.• Contact person to reach out to RIDE about testing irregularities.• Responsible for receiving and distributing individual student reports.
School Test Coordinator	<ul style="list-style-type: none">• Coordinates, manages, and plans school-level implementation of RICAS.• Receives materials shipments, securely stores secure materials, tracks and manages test materials during testing, and affirms proper test administration.• Completes required RIDE training and training modules.• Trains test administrators, proctors, and other personnel involved in testing on test security and proper RICAS administration.
Technology Coordinator	<ul style="list-style-type: none">• Coordinates and manages technology set-up, use, and close-out for RICAS administration• Provides technical assistance during testing for technology-related situations that arise• Must be trained in test security protocols and policies



*All personnel involved with testing must be employees of the district or school and be trained in test security.
Test Coordinators and Test Administrators must be certified educators (including long-term substitutes).
Test Coordinators please ensure your contact information is up-to-date in the RIDE School Directory.*

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This slide highlights the role and responsibilities of district, school, and technology coordinators. All personnel involved with testing must ensure that tests are administered properly and that test security is maintained, and each has specific tasks to complete to fulfill those responsibilities.

Roles and Responsibilities

(see RICAS TCM for detailed tasks and RISAP TC Handbook for detailed requirements for role eligibility)

Role	Description
Test Administrator	<ul style="list-style-type: none"> Follows proper test security and administration protocols to administer test to students, including reading scripts, administering accommodations (e.g., human reader), actively monitoring test environments, and keeping track of all testing materials distributed and used during testing. Must be trained in test administration and test security policies and protocols.
Proctor	<ul style="list-style-type: none"> Assists test administrator in actively monitoring test environment and ensuring test security during a testing session. Cannot be left alone with students while testing. Does not read scripts, administer test, or collect secure test materials; may answer students' questions about platform functionality or test directions. Must be trained in test administration and test security policies and protocols.
Other personnel involved in testing	<ul style="list-style-type: none"> Hall monitors and otherwise Must be trained in test security policies and protocols Cannot administer test and should not enter testing locations while testing occurs



All personnel involved with testing must be employees of the district or school and be trained in test security. Test Coordinators and Test Administrators must be certified educators (including long-term substitutes).

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Test coordinators are responsible for training test administrators, proctors, and all other personnel involved in testing in both test administration and test security policies. For RICAS specifically, we recommend that test administrators review the module for managing sessions that is posted in the “Training” section of the RICAS Resource Center. All test administrators must hold professional certifications (e.g., teacher, guidance counselor, etc.).

More information about qualifications can be found in the RISAP Test Coordinator Handbook and in the RISAP Overview Test Coordinator Presentation noted earlier.

Training and Preparation Requirements

(see www.ride.ri.gov/Assessment-Training and the RICAS TCM for details)

- **Training Requirements**
 - All personnel involved with testing must be trained in test security.
 - Test coordinators must participate in RIDE's test coordinator trainings, and complete recommended training modules.
 - Test administrators must be trained by school test coordinators and complete recommended training modules.
 - Test administrators who will be administering accommodations must be trained in, review, and follow the proper preparation and administration protocols for those accommodations.
- **Affirmation of Test Security**
 - All personnel involved with testing must sign a statement affirming they will follow protocol for proper test administration and to maintain test security.
 - This statement may be included on the training sign-in sheet (example in Appendix A of TCM).
- **Receipt of Manual (or Test Security Section if not Test Administrator)**
 - All test administrators must receive the TAM(s) for the test(s) they will administer (CBT and/or PBT). Proctors should also receive the appropriate TAM(s) for context and preparation.
 - All other personnel involved in testing must receive the Test Security Requirements section of the TAM (posted on RIDE's website).



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Training is extremely important. All personnel involved in testing must be trained in test security, and all those who will be involved in administration (test administrators, proctors) must be trained in the proper procedures.

All personnel must complete an affirmation of test security (there's an example in Appendix A of the TCM of a sign-in sheet containing that statement), and also must receive a manual (or the test security requirements section, if they are not a test coordinator, test administrator, or proctor). Schools will receive test administrator manuals along with their initial shipment of paper testing materials on March 16. Manuals may also be distributed in PDF form before or after that shipment.

PearsonAccess^{Next} (PAN): Overview

Next, we will review PearsonAccessNext (PAN) and its functionality. More detail about PAN, including step-by-step guidance, can be found in the various guides posted on the RICAS Resource Center in the PearsonAccessNext section.

PearsonAccessNext (PAN) Overview

- What is PAN?
 - Online management system for computer-based (CBT) and paper-based (PBT) testing.
 - Schools can update selected accessibility features and accommodations for each student (CBT and PBT).
 - Schools use PAN to create and manage computer-based test sessions and monitor online testing activities.
- Changes to highlight:
 - New home page navigation (screenshots on the next slides).
 - Addition of test status dashboard and report (will go live at start of testing).
 - “Do Not Report/Void” test functionality limited to State level use.
- PAN User Accounts (see ricas.pearsonsupport.com/pearsonaccessnext/)
 - RIDE creates District Test Coordinator accounts.
 - District Test Coordinators create (manage, enable/restore) other District-level and School Test Coordinator accounts.
 - School Test Coordinators create (manage, enable/restore) Test Administrator and other school-level accounts.



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PearsonAccessNext is the online system used to manage student information in preparation for testing – updating students’ accommodations, creating and managing sessions, monitoring testing, etc.

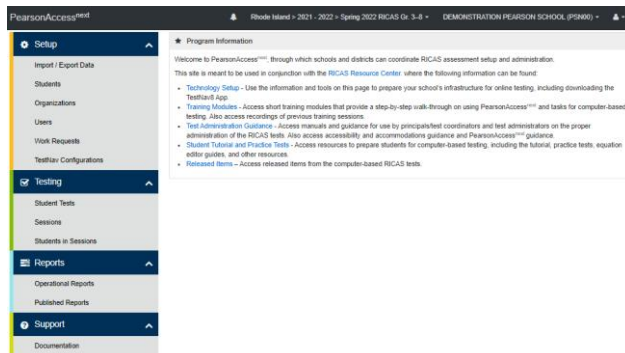
For this year, as you may have seen if you logged in yesterday, there is a new home page navigation menu which we’ll see when we login shortly. Also new this year is the addition of a test status dashboard and report that will be available at the start of testing. Again, as noted earlier, the “Do Not Report/Void” test functionality has been limited to State level use.

All test coordinators should have an active account in PAN. However, if your account is not enabled or you do not have one, please reach out as indicated on the slide. School coordinators please contact your district testing coordinators to update, create, or manage your account. District test coordinators should contact RIDE.

Activity: PAN Operational (Blue) Site

(see ricas.pearsonsupport.com/pearsonaccessnext/ for guides and link to site)

1. Login to operational site: <https://ricas.pearsonaccessnext.com>
2. Find the following:
 - Account Profile
 - Testing Year Menu
 - Manage Users
 - Manage Students
 - Create Sessions
 - Students in Sessions
 - Operational Reports
 - Published Reports
3. Log out



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Now, we will do a quick activity to familiarize you with PAN and the new navigation menu on the home page. Please login to the operational (blue) site – not the training site – at <https://ricas.pearsonaccessnext.com>.

In the top right corner of the screen, you'll see an icon of a person – that's your account profile. Next to it, to the left, is a label indicating your district and/or school. Next to that is the testing year menu. If you have not already switched from Spring 2021 to Spring 2022, you are welcome to do so now. Click on that phrase, and expand the "2021-22" item, then select Spring 2022. PAN remembers which interface you have selected, so the next time you login you will automatically be looking at this administration.

On the left-hand side of the screen, locate the 'Users' in the Setup section of the menu – that is how you will review and manage user accounts for your school or district. The 'Students' option is where you will be able to find and manage students' test settings through the Personal Needs Profile process. In the 'Testing' section, locate 'Sessions' – that is where you will create PAN Sessions. Students in Sessions is where you can review a particular session and general student testing status. Finally, in the 'Reports' session, take note of the 'Operational Reports' (used during testing) and the 'Published Reports' (where early release data, student work, released items, student score reports, etc., will be posted).

When the new Dashboard feature goes live, it will be displayed at the same level as the main sections (Setup, Testing, etc.).

For test administrators, the functionality of this navigation menu will be limited and so the menu itself will be shorter.

When you have found all of those items described, you may log out but don't close your browser. The link for the training (brown) site that we will access for an activity later in this session can be found on the login screen of the operational site.

Student Participation, Registration, and the Personal Needs Profile (PNP) Process



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This section will review general participation information, how student registration is handled, and information about the Personal Needs Profile (PNP) process, in which you will assign the correct accommodations and accessibility features to students through PAN's manual interface or the SR/PNP upload process.

Student Participation

- All Rhode Island public school students in grades 3-8 (including students in outplaced/out-of-state schools) are expected to take both sessions of RICAS ELA and RICAS math for their current grade level, **unless**:
 - Student participates in the alternate assessment (DLM) per the Special Education Census and IEP or 504 plan.
 - Student has an approved medical exemption from RIDE (see RISAP TC Handbook).
 - Student is a first-year English learner, and therefore exempt from RICAS spring 2022 ELA testing if they enrolled in U.S. schools for the first time *after April 1, 2021*.
Note: first-year ELs are *not* exempt from RICAS mathematics testing.
- Districts **must** ensure the following daily RIDE collections are accurate:
 - Enrollment Census (demographic information, LEP status, IEP status)
 - Special Education Census (alternate assessment indication)
 - LEP Census (first year EL status)
- Collections are the basis for **all** state assessment registrations, reporting, and accountability. Consequences for inaccurate data may include delays among other issues.



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First, a brief review of what it means to be an eligible student and the importance of accurate student information. All students in Rhode Island public schools (and outplaced) in grades 3-8 are expected to participate in both ELA and mathematics for RICAS unless the student meets the criteria for and participates in the alternate assessment, the student has an approved medical exemption, or the student is a first-year English learner and thus exempt from participating in the ELA portion only of RICAS, provided the student enrolled in a U.S. school for the first time after April 1, 2021. First-year ELs are still required to participate in RICAS math testing. We covered the medical exemption process in the RISAP Overview test coordinator training from January, and information can be found in the RISAP Test Coordinator Handbook.

Accuracy in data collections sent to RIDE is extremely important, as those data form the basis for many initiatives at RIDE – from assessment registrations to reporting and accountability. Thanks to your efforts, Rhode Island’s data quality has steadily improved over the years.

Student Registration (SR) Process

- RIDE uploads a file nightly to PearsonAccessNext for all participating students:
 - Begins February 4, 2022
 - Nightly feed *only adds students to PAN* or updates existing demographic information (e.g., grade level)
 - Students with “3” (alternate assessment) in Special Education Census are not included in the upload because they will take DLM.
 - Depending on when updates are made in the district’s student information system, changes may not be reflected in PAN for 24-48 hours due to timing of district collections sent to RIDE**Note:** updates to the feed *do not delete* students who transfer out of a school/district or students whose alternate assessment status changes
- Students will be registered for both RICAS ELA and RICAS math in their enrolled school at their current grade level:
 - Outplaced students registered in their outplacement school – sending districts *must* ensure grade level and school assignment are up-to-date
 - Homeschool students registered in the school assigned to them in the Enrollment Census (must have a SASID and must be coded “H”)
 - First-year English Learners will be registered for ELA automatically, but are not required to take the assessment - RIDE will compare final assessment data against the LEP census and remove any first-year ELs from the ELA data so their scores are not included for accountability
- We will cover FAQs regarding PAN, student registration, transfers, etc., later this section.



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RIDE registers all students for RICAS automatically through a nightly feed that begins February 4 – please note that any changes to enrollment, demographics, IEP/504 or LEP status may take 24-48 hours to be reflected in PAN given how the feed operates. New this year – there will be a nightly feed to the training/brown site to facilitate infrastructure trials and practice test opportunities for students to get used to logging in and using accommodations and accessibility features assigned to them for the real (operational) assessment. The operational/blue site and the training/brown site are still two completely separate sites as far as student data are concerned. Changes to PNP settings or PAN sessions made to one site WILL NOT be automatically reflected in the other.

Students are registered in their enrolled school at their current grade level. Please contact outplaced schools to ensure student information is correct, as those students will be visible in that outplaced school. Homeschooled students may participate provided they have a SASID and are coded “H” in the enrollment census. First-year English learners will be registered for ELA automatically, but they are not required to take the assessment if they met the criteria noted on the previous slide. RIDE will compare final assessment data against the LEP census and remove any first-year ELs from the ELA data so their scores are not included for accountability (they are not counted as non-participants, either, as they are exempt). We will cover FAQs about registration and PAN later in this session.

Personal Needs Profile (PNP) Overview

PNP is the assignment of test supports to students through PAN in accordance with students' documented assessment so that any form-based test supports are ordered (paper) or loaded (CBT) well in advance of testing

- *Selection of paper test form:* standard, large print, Braille, Spanish (math only)
- *Assignment of special CBT form:* screen reader (TTS), human read aloud / human signer, assistive technology (including web extensions), Spanish (math only)
- *Indication of certain form-based accessibility features:* answer masking, alternative background and font color, alternate cursor/mouse pointer

Screenshot of student test settings interface in PAN

The screenshot shows the 'Test Settings' interface in PAN. It includes a 'Test Format' dropdown set to 'Online'. Under 'Special Test Forms', there are checkboxes for 'Text-to-Speech (A4, ELL 1 for Math, SA1.1 for ELA)', 'Large Print Test Edition (A2)', 'Braille Test Edition (A3.1)', 'Screen Reader Edition (A3.2)', and 'Computer Assistive Technology'. The 'Selected Accommodations' section lists various options like 'Human Read Aloud as a Special Access Accommodation (SA1.2)', 'Human Signer (A6)', 'Human Scribe as a Special Access Accommodation (SA3.1)', 'Speech-to-Text as a Special Access Accommodation (SA3.2)', 'Graphic Organizer/Reference Sheet (A6)', 'Typed Responses (A12)', 'Spell-Checker as a Special Access Accommodation (SA3)', 'Voice Prediction as a Special Access Accommodation (SA4)', 'Any Other Accommodation Not Listed Above', and 'Approved Bilingual Dictionary and Glossary'. The 'Accessibility Features' section includes 'Answer Masking' and 'Alternative Background and Font Color (Color Contrast)'. At the bottom, there are sections for 'Not Tested and Void Test Score' and 'Not Tested Reason'.



The Personal Needs Profile (PNP) process is the assignment through PAN of certain test supports (accommodations and accessibility features) to ensure that paper test forms are ordered for students with that accommodation, and that embedded (form-based) test supports are loaded well before testing begins. There are four paper test forms available for RICAS: standard, large print, Braille, and (math only) Spanish. Computer-based testing has some forms that must be loaded before the student logs in, as they affect the options and display of the test on the platform – these are form-based test supports. There are some embedded accessibility features which are form-based as well, listed here.

Accommodations are only available for students with that documented in their IEP/504 plan, and include embedded (delivered through the testing platform) and non-embedded (such as human read aloud or human signer) that the test administrator provides.

Accessibility features are available for any student, but – like accommodations – should be documented as something that meets a specific need for that student to help them access the test, and should be something the student the student is used to. More information about accommodations and accessibility features – the assignment process and those specific to RICAS – will be covered in our Accommodations and Accessibility Features webinar training this year.

Personal Needs Profile (PNP) Windows

- **Initial PNP Window:** February 7 – February 18
 - Assign all PBT forms to students for **both ELA and math**.
 - Paper materials *and Student ID Labels* will be sent with the initial shipments for ELA (delivered March 16) and math (delivered April 13).
 - Begin CBT accommodations and accessibility features updates.
 - Verify student registrations to ensure proper amount of manuals are shipped.
- **Extended Window:** February 19 – March 25 (ELA) / April 22 (Math)
 - Complete CBT accommodations and accessibility features updates.
 - Any PBT ordered during this window will *not* be sent with Student ID Labels.
 - PBT materials needed after the initial shipment received on March 16 must be ordered through the RICAS Service Center using the login information sent via letter in January this year.



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The Personal Needs Profile process has two windows. The first window – February 7 through February 18 – dictates how many paper test materials (*including* pre-printed Student ID Labels) will be shipped to schools in the initial shipment for ELA (March 16) and math (April 13). It also informs how many TAMs will be sent in that initial ELA shipment (manuals are to be used for both ELA and math administrations). Schools are also encouraged to update CBT accommodations and accessibility features for students during this window as well, so that updates needed later (or session assignment via upload) does not cause confusion or misassignment in the system.

The extended window lasts from the end of the initial window until the final day before each testing window opens. In this window, please ensure that all accommodations and accessibility features (both CBT and PBT) that need to be indicated in PAN are set. The primary difference is that any PBT updates made during this window (or during the testing windows) will not be sent with pre-printed Student ID Labels, and must be ordered separately through the RICAS Service Center site once it opens on March 16 (receipt of the initial shipment for ELA). Shipping is generally overnight or next business day, depending on when the order is placed. We will review the paper materials again on another slide later in the presentation.

PNP Verification – Accommodations Report

Report Parameters

Test Administration: 2018-2017 - Spring 2017 MCAS G3-5
 Organization: LEARN SCHOOL (56787534)
 Accessibility Features and/or Accommodations:
 Filtered Organization:
 Test:
[Display Report](#) [Download CSV](#)

Ensure students have the correct assignments for:

- Test format (paper or online)
- Accessibility and accommodations information
- Special forms: screen reader (TTS), assistive technology (including web extensions), human read aloud / human signer, Spanish (math only)

3 Results

Row	SAID	Student Name	Organization Name	Organization Code	Test Name	Test Format	Form Code	Session Name	Alternative Answer and Marking	ASL Background Color	Screen Reader Edition	Large Print Edition	Human Signer Edition	Human Read Aloud Edition	Spanish Edition	Any Other Accommodations
1	51010010	BOE, JIM	LEARN SCHOOL	56787534	Grade 5 ELA	Paper	ELA05									
2	51010011	STUCKE, STUDIE	LEARN SCHOOL	56787534	Grade 5 Math	Online	CHANGEOACCOMMODATIONS									
3	51010013	TAYLOR, HEVY	LEARN SCHOOL	56787534	Grade 5 ELA	Online	8170301AD1 GRADE5 ELA									

Incorrect accommodations may result in invalidations

1. Login to PAN
2. Reports > Operational Reports
3. Check Students & Registrations
4. Select *PNP Report - Accessibility Features and Accommodations for Student Tests*



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It is very important to check accessibility features and accommodations assigned to students prior to testing. To do this, use the PNP report in the PAN Operational reports task.

Please ensure students have the correct test format (either online or paper), correct accessibility and accommodations information, and double check accommodations requiring special forms. These are TTS, Assistive Technology, Screen Reader, Human Read Aloud/Human Signer, and Spanish.

Non-embedded accommodations and accessibility features *will not be documented* through PAN.

Incorrect accommodations or accessibility features are testing irregularities and may result in invalidations, especially if the student has to retake a session. It is critical that all test supports are properly documented (e.g., IEP/504 plan, EL support documentation) and correctly assigned in PAN well in advance of testing. Especially since voiding a test so the student can be assigned a new test can now only be done by RIDE.

Updating the PNP in PAN

(for step-by-step instructions see the SR/PNP Guide at ricas.pearsonsupport.com/manuals/)

	File Upload through Import/Export	Manual via Student Test Settings User Interface
Application	Large numbers of students Initial PNP upload Many updates at once	Fewer than 10 students PNP updates (e.g., IEP changes, new students) One update at a time
Steps	<ol style="list-style-type: none"> Export the student registration file from PAN: <ol style="list-style-type: none"> "Import/Export Data" from Setup menu Student Registration Export Update the test mode, accessibility features, accommodations (<i>do not update demographic information</i>) Import the .CSV file into PAN: <ol style="list-style-type: none"> "Import/Export Data" from Setup menu Student Registration Import - RI Confirm all records imported successfully by reviewing any error messages and records in error. 	<ol style="list-style-type: none"> Access the student's record in PAN: <ol style="list-style-type: none"> "Students" from Setup menu Search for student (last name or SASID) "Manage Student Tests" from 'Select Tasks' and click 'Start' Update student accommodations and accessibility features information as needed Save that record and move on to next (if multiple selected), or save and exit.



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There are two methods for updating students' PNP in PAN.

The first – via file upload – is recommended for large numbers of students, and for the initial PNP upload. You can make many updates at once.

The second method – manually through the student test settings user interface – is generally for small (fewer than 10) students, such as an update needs to be made due to an IEP change, or a new student enrolled. You can select multiple students in a group to update (as you'll see in our next activity), but only make changes to one student at a time.

The steps for either method are listed here, as well as in the SR/PNP Guide posted on the RICAS Resource Center and on RIDE's Assessment Manuals page.

(see [ricas.pearsonsupport.com/pearsonaccessnext/](https://www.pearsonsupport.com/pearsonaccessnext/) for guides and link to site)

- [illegible]



Now, click “Add Task” in the grey bar, and select “Manage Student Test Settings”. This will show the test settings for each individual student, one by one. We won’t be able to edit these in the 2021 interface, as that closed for last year, but it can serve as a refresher for the available options. Hover over the little information symbol (the “i”)

to review information about those accommodations. When you are finished, click “End Task” to exit this interface. The site will return you to the ‘Students’ screen, likely with the students selected that you just updated.

Once the PNP is open, you will be able to edit settings for students in both the operational and training sites, either manually through this interface, or via upload (export, update, then import), as covered in the Guide to the SR/PNP Process currently posted on the websites.

As a reminder, this year there will be a nightly feed to the training/brown site as well, which is new for this year. The operational/blue site and the training/brown site are still two completely separate sites as far as student data are concerned. Changes made to one site WILL NOT be automatically reflected in the other. Users may still create/upload sample students in the training site if they prefer, especially if conducting an infrastructure trial.

Preparing Technology

Technology Requirements for Testing

(see technology guidelines and user guides at ricas.pearsonsupport.com/technology-setup/)

- Network bandwidth that meets minimum requirements with a steady wireless signal (use the “App Check” tool in TestNav to verify)
- All battery-powered devices must be fully charged prior to testing, or else plugged in during testing to minimize disruptions to student testing (testing irregularities)
- *Prior* to starting testing ensure all assistive technology devices work with TestNav or have an alternate setup (see the Assistive Technology Guide)

Test Coordinators	Test Administrators	Students
<ul style="list-style-type: none">• Computer with internet to prepare, start, unlock, monitor, and end/lock test sessions	<ul style="list-style-type: none">• Computer with internet to monitor testing sessions• Cell phone in case need to contact test coordinator due to testing irregularity	<ul style="list-style-type: none">• Computer or device for testing that meets the technical requirements for TestNav• Devices or accessories (e.g., headphones, assistive technology) for accommodations or accessibility features as required by a student’s IEP or 504 plan• If using tablets, recommend external keyboards



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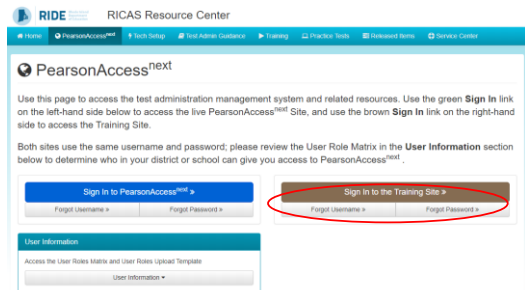
As with all computer-based tests, there are specific technology requirements that must be met before the TestNav app can be installed and testing begin. Network bandwidth needs to be sufficient to handle the load for testing, else schools should use ProctorCache (next slide).

As noted here and in the Test Coordinator Manual, test coordinators, test administrators, and students must have computers/devices with internet capability. Students will also need additional accessories or devices (assistive technology) meeting criteria for use during testing if those are assigned to them as accommodations or accessibility features in their IEP/504 plan. It’s extremely important that prior to starting testing any assistive technology devices are either confirmed to work with TestNav, or else students are comfortable with using an alternate setup (see the Assistive Technology Guide). Make sure all technology is fully charged, or else plugged in during testing, to minimize disruptions to students’ testing experience.

While test administrators may have access to a cell phone in case of a testing irregularity and needing to contact the test coordinator, students are forbidden from having cell phones at all during testing.

Infrastructure Trial

- Infrastructure Trial is highly recommended:
 - Make sure all student testing devices are set up correctly
 - Students practice taking online tests*
 - All staff gain experience managing and monitoring CBT*
 - If uncertain about needing ProctorCache, this helps determine bandwidth needed for testing (see TCM for ProctorCache info).
- Best practices:
 - Include everyone who will participate in CBT (TCs, TAs, students)**
 - Plan for largest number of students who will be concurrently testing to “stress test” network
 - Technology coordinators can understand bandwidth needed
- Modules support the Infrastructure Trial:
 - IT module for Technology Coordinators
 - IT for Test Coordinators and Test Administrators



***NOTE:** The practice tests are the *only* place where Test Administrators can provide direct instruction on using the computer-based functionality, as they cannot coach students during live testing.

****Pearson recommends that sample students are created for the IT. RIDE will not load SR/PNP file to the training site.**

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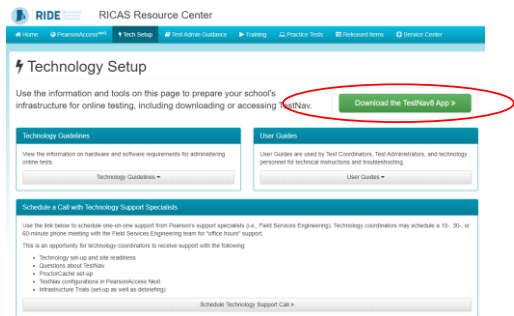
The Infrastructure Trial takes place through the training (brown) site, and is highly recommended for several reasons, mainly for providing students and test administrators with experience taking and administering the practice test and interacting with the testing platform and PAN, as applicable. There are two modules available on the RICAS Resource Center’s Training site that support infrastructure trial set-up and implementation.

Pearson also recommends that sample students are created for the infrastructure trial. Schools may choose to have students login as themselves (given the nightly feed to the training site) by exporting students’ SR/PNP settings from the operational PAN site and importing them into the training site. This way, when conducting a trial students can practice with their actual settings/accommodations.

Note: The operational/blue site and the training/brown site are still two completely separate sites as far as student data are concerned. Changes made to one site WILL NOT be automatically reflected in the other.

TestNav

- App students use to take RICAS
- Review hardware and software requirements
 - Ensure all testing devices are compatible
 - Reach out to Service Center with questions
- Download updated version from RICAS Resource Center
 - Install app on all student devices
 - Prior years' versions *will not work*
- Use practice test (infrastructure trial) to confirm whether students' assistive technology is compliant with TestNav (see best practices guide)



TestNav is the app that students use to take RICAS as a computer-based test. It works on most major computer operating systems, as well as tablets. Make sure that any prior years' versions of TestNav have been uninstalled, and only install the most updated version of TestNav for Spring 2022. If technology coordinators have any issues or questions, they are welcome to contact the Pearson Support Desk through the interface on the RICAS Resource Center's "Technology Setup" page, shown here, which is also where TestNav can be downloaded and other technology-related guides are posted.

Session Creation in PAN

- A “PAN Session” is a group of students with the same grade and subject who will be testing at the same time

- *Different than test sessions* (i.e., ‘Session 1’ or ‘Session 2’)
- Note: some accommodations (e.g., human reader/signer), cannot be assigned to a ‘main’ (e.g., Grade 4 ELA) PAN Session

Session	Session Status	Scheduled Start Date	Test	# Students	Actual Start Date	Organization
ADAMS GS MATH RM 102	In Progress	2021-02-10	Grade 5 Math	3	2021-02-10 11:52 PM	PEARSON SCHOOL 12
ELA03	In Progress	2021-02-10	Grade 3 ELA	9	2021-02-10 10:03 PM	PEARSON SCHOOL 12
ELA03 HR	In Progress	2021-02-10	Grade 3 ELA	5	2021-02-10 10:19 PM	PEARSON SCHOOL 12
ELA03 HS	In Progress	2021-02-10	Grade 3 ELA	1	2021-02-11 01:09 AM	PEARSON SCHOOL 12
ELA03 V2	In Progress	2021-02-10	Grade 3 ELA	3	2021-02-11 12:52 AM	PEARSON SCHOOL 12
ELA04	In Progress	2021-02-10	Grade 4 ELA	10	2021-02-10 11:31 PM	PEARSON SCHOOL 12
ELA04 HR	In Progress	2021-02-10	Grade 4 ELA	5	2021-02-10 11:26 PM	PEARSON SCHOOL 12

- PAN Sessions must be created prior to testing so students’ tests can be prepared, loaded, and assigned before testing begins
 1. Option 1: Bulk PAN Session creation through file upload using the same process as PNP import
 - Note: bulk upload creation is *only possible once*, and then all PAN Session updates must be made via the user interface
 2. Option 2: Individual PAN Session creation through PAN user interface (only recommended when creating 4 or fewer PAN Sessions)
- Learn more through the “Create Sessions” module at ricas.pearsonsupport.com/training/



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One of the major tasks test coordinators have is to create and manage sessions in PAN. PAN Sessions are groups of students with the same grade and subject who will be testing at the same time and location. This is different from “test sessions” for a content area – such as Session 1 or Session 2 – and as such to reduce confusion, the term “PAN Session” will be used when discussing those groups. It is recommended to wait until the week prior to testing to create PAN Sessions in order to account for student mobility and accommodations entry.

PAN Sessions can be created using an SR/PNP file import or manually in the PAN user interface. If you have 5 or more PAN Sessions to create, the file upload will save time. However, creating PAN Sessions through the SR/PNP import is a one time procedure (and as such recommended to do closer to testing), so any additional changes to PAN Sessions will require using the manual interface to make updates.

One important note: If students will be using the Read Aloud or Human Signer accommodation, up to five students can be placed in a separate read aloud/human signer PAN Session. The PAN Session must be marked as a read aloud or human signer PAN Session to ensure that the test administrator receives a proctor testing ticket and students are all assigned the same test form. If you use the SR/PNP import for these PAN Sessions, the PAN Session must be finalized in the user interface using the Create/Edit sessions task. Learn more through the Create Sessions module on the RICAS Resource Center’s “Training” page.

PAN Session Creation Recommendations

- Create PAN Sessions closer to testing to reduce edits for students who enter/leave the school.
- Create separate sessions based on student groupings (e.g., 1:1 administration, small group, classroom).
- Use naming conventions to help test administrators find their PAN Sessions to monitor (e.g., G7 ELA Rm402, G3 Math Smith, G5 Math Library SpHumanReader).
- *For first-year English Learners who will not be taking the ELA test*, you may create a PAN Session, assign them to it, and then not prepare or start the PAN Session.
- Check your sessions using the Session List and Session Roster reports in PAN:
 - Reports > Operational Reports > Online Testing > Session List and Session Roster
- Share the final PAN Session rosters with test administrators:
 - Special test assignments such as TTS are listed next to student names.
 - Icons on student testing tickets will indicate certain accommodations (e.g., text-to-speech).



Test Administration	Spring 2018 RICAS Gr. 3-8	Precaching Computer
Session Status	Not Prepared	Scheduled Start Date
Session Name	BUCCI-HOARD MATH GRADE 8 GATORS	Scheduled Start Time
Organization	WOONSOCKET MIDDLE SCHOOL AT HAMLET (39131)	Actual Start Date
Test	Grade 8 Math	Actual Start Time
Proctor Reads Aloud	No	Lab Location
Form Group Type	Standard	
Password	AE2B8E	

7 Results				
Student Name	Student Code	Date of Birth	Status	Form/Form G
[REDACTED] (TTS)	[REDACTED]	2003-02-22	Battery	
[REDACTED] (TTS)	[REDACTED]	2003-06-11	Battery	
[REDACTED] (TTS)	[REDACTED]	2003-02-14	Battery	
[REDACTED] (TTS)	[REDACTED]	2004-02-09	Battery	
[REDACTED] (TTS)	[REDACTED]	2004-06-30	Battery	
[REDACTED] (TTS)	[REDACTED]	2003-10-14	Battery	
[REDACTED] (CACC)	[REDACTED]	2004-08-23	Battery	

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These are some recommendations when creating PAN sessions.

If possible, create PAN Sessions closer to testing to reduce edits. Organize sessions by student groupings, and use naming conventions to match. You may create full-grade PAN Sessions (e.g., Grade 6 ELA), for all students except those with certain form-based accommodations (human read aloud, human signer, text-to-speech, etc.), or students in small group, 1:1 administration, or other settings. Or you may create specific sessions, as in the examples listed here. Whichever works best for you.

After you create sessions, you can check them using the Session List and Session Roster reports in the Operational Reports section in PAN, and even print the final PAN Session rosters to share with test administrators – note that some special test assignments are indicated on the rosters, like TTS for text-to-speech.

Test Security

Test security is critical for every aspect of test administration in order to ensure that assessments results are valid and reliable.

Test Security: General Information and Policies

- A test irregularity is any action that results in non-standard test administration, including:
 - Improper administration, access to prohibited materials, incorrect accommodation, etc.
 - Certain kinds of testing interruptions (e.g., technology issue, student going home sick during testing).
 - Security breaches of any kind.
- Test irregularities may result in invalidating scores.
- Test security policies and requirements are clearly outlined in the RICAS TCM and both TAMs.

Testing irregularities and the reporting process are covered in more detail in the RISAP Overview Test Coordinator Training posted at www.ride.ri.gov/assessment-training.



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This may be review for many of you, but here are a few highlights about test security and testing irregularities. The RISAP Overview Test Coordinator Training covers test security and testing irregularities in more detail, as does the RICAS Test Coordinator Manual.

Any action that results in a non-standard administration is considered a violation of test security. We include a slide of additional examples in the 'during testing' section as well.

Test irregularities may result in score invalidation: the student would still receive a score, except in rare circumstances such as cheating, but the score would not count toward school or district accountability.

Test Security: Secure vs. Not Secure Materials

(for more details, review the RICAS TCM and the RISAP General State Policies Overview presentation)

Secure Materials	Not Secure Materials
Contain sensitive content (e.g., test items, student work/responses, student information, login information)	Available publicly or do not contain sensitive content
<ul style="list-style-type: none"> • CBT: Student testing tickets, proctor testing tickets, all on-screen content • PBT: Test & answer booklets • Any used scratch paper, reference sheets, accommodations (e.g., graphic organizers), etc., with student writing or student work. • Student rosters and other reports/lists 	<ul style="list-style-type: none"> • Manuals, guides • Blank scratch paper • Reference sheets with no student writing • PBT rulers
<ul style="list-style-type: none"> • Stored in a secure, locked central location whenever not in use for testing, and otherwise never left unattended • Must be tracked using internal tracking forms and independent counts of testing materials (see RICAS TCM for sample tracking form) • Must be shipped back (test & answer booklets only) or else securely destroyed (shredded) after testing (see RICAS TCM) 	<ul style="list-style-type: none"> • May be stored where convenient • Do not need to be tracked • May be recycled after testing

In brief, secure materials must be tracked and monitored at all times when not stored in the secure locked central location, and have specific requirements for processing after testing, because they contain some form of sensitive content – where that is actual test content, student responses to test content, or materials (such as testing tickets) that provide access to that test content.

Not secure materials are anything that is already posted and publicly available, or otherwise does not have any sensitive content on it.

(see the RICAS TCM and TAMs for details)

- ## MATERIAL SUMMARY

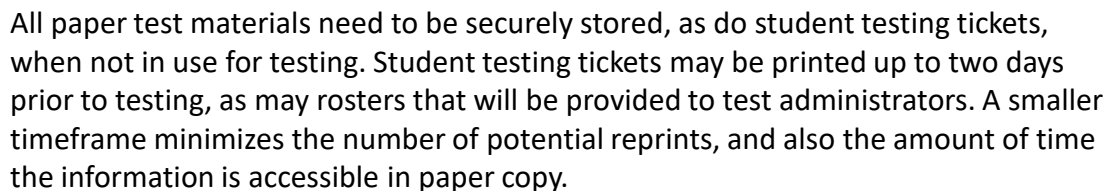
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Branch Code: #1	Branch Name: Barrington		
School Code: 01100	School Name: Primrose Hill School	Grade: 00	Enrollment: 1
Total Boxes Shipped:		1	

Box Label: 000000137640001	Qty Shaped	Qty Received	Qty Returned
Quant	Unit		
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Grade 5ELA Text & Answer Booklet	E.A.	1	
Void Envelope	E.A.	1	
Student Label Envelope	E.A.	1	
UPS Return Service Label	E.A.	1	
Special Handling Envelope	E.A.	1	
TTST Test Administrator's Manual, Spring 2020	E.A.	1	
Material Summary Form	E.A.	1	

MP Ship Code: Page: 1 of 1

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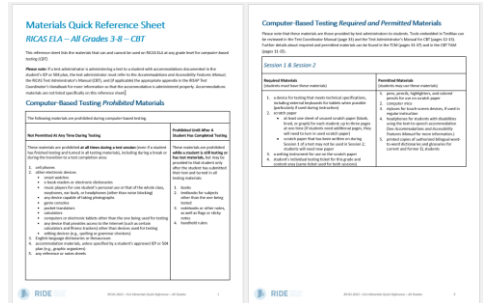
46



Test Security: Required / Permitted / Prohibited Materials

(see the RICAS TCM and TAMs for detailed list)

- Ensure test administrators are clear on *when* students may use or access *which* materials during and after testing.
- **New this year:** grade-specific reference sheets for materials, organized by CBT/PBT content area and session, at www.ride.ri.gov/assessment-manuals
- Prepare materials
 - Ensure sufficient blank scratch paper and other tools for students.
 - Collect and/or assign supports and materials needed for students' accommodations.
 - Be clear about...
 - which materials *are* accommodations (e.g., *Supplemental* Mathematics Reference Sheet by grade for grades 3-8), and
 - which are *not* (e.g., *Standard* Mathematics Reference Sheet by grade for grades 5-8 RICAS math only).
 - Print room signage (see Appendix A of RICAS TCM).



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Always make sure that test administrators understand what materials are required, permitted, and prohibited – and what may be used when, if at all, during and after testing.

New this year – RIDE has created content- and grade-specific reference sheets that will be posted at RIDE's Assessment Manuals page the week of February 7. These reference sheets may be used by test coordinators and by test administrators, as needed, to help with organizing materials – particularly for math, with the adjustments by grade level and session.

Test coordinators will need to prepare the following materials ahead of time, and may be assisted in doing so by other personnel who have been trained in test security and test administration. Always be careful to differentiate between the *Standard* Mathematics Reference sheet (all students) and the *Supplemental* Mathematics Reference Sheet (accommodation). For detailed lists, reference the RICAS Test Coordinator's Manual, and direct test administrators to the Test Administrator's Manuals for CBT and PBT.

Students and Families

This next section is brief, but important. Communication to students and families, as well as opportunities for students to interact with the practice tests, help support a smooth test administration.

Students and Families

- Communication of expectations to students and families, emphasize purpose of RICAS as tool to assess overall learning:
 - Share RICAS flyer (posted at www.ride.ri.gov/Families).
 - Encourage families and students to try out the practice tests or released items.
 - Emphasize how the district/school uses RICAS results to provide a better education and improve teaching and learning.
- Work with students and families to help them prepare for and be as comfortable as possible during testing:
 - Provide opportunities for students' interaction with items and test platform via the student tutorial and practice tests (ricas.pearsonsupport.com/student/).
 - Ensure students are familiar with using the accommodations needed, especially assistive technology.
 - Review the Technology Skills checklist (posted at www.ride.ri.gov/ricas).
 - Encourage students and families to be involved in their education (see [RIDE's Resources for Families page](#)).



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When communicating to students and families about RICAS (or state testing in general), please emphasize the purpose of RICAS as a tool to assess learning. Although there are a lot of specific processes and procedures, those serve a purpose to ensure that the testing experience for all students is standardized so that no one has an advantage or disadvantage over others, and thus the results are as representative of student learning according to the state standards as possible. You may want to share with students and families how you use RICAS results to provide a better education for your students, where they can access and see the school-district-state results (such as the public RI ADP), and how students' participation and doing the best they can will help you to then improve their teaching and learning.

Encourage students and families by sharing resources and support with them. Provide opportunities for students to take the practice test in their class or otherwise, or to review the student tutorial, as well as opportunities to use accommodations or accessibility features while doing so. Share the links to the released items and sample student work, and remind parents of ways they can support their students in their learning every day, not just on testing days, and be involved in testing. The links here will be clickable in the slide deck when it is posted to our website.

TestNav Student Tutorial

- <https://ricas.pearsonsupport.com>
- Recommended that all students view the student tutorial – especially those who haven't done CBT before.
- Purpose:
 - Learn how to use different onscreen tools and accessibility features
 - How to navigate through the test
 - How to review responses before submitting a test
- Considerations:
 - 20-30 minutes to complete
 - No audio component (educators familiarize before viewing with students)

Student Tutorial & Practice Tests

Access resources for educators to prepare students for testing: the student tutorial for CBT and practice tests for CBT and PBT. Rhode Island is administering the MCAS assessments and referring to them as RICAS. Selected resources may be linked to the MCAS website and contain the MCAS branding for the 2017-2018 school year.

Wait! Before you start, check that your computer, laptop, or tablet will work. The RICAS assessments work with many devices and browsers, but not all. [Find out the technology guidelines here.](#)

TestNav 8 Student Tutorial

This tutorial should be used to familiarize students with how to navigate the TestNav 8 computer-based environment (advancing, going back, tool bar, embedded supports and accommodations)

TestNav 8 Tutorial

Equation Editor

These quick reference guides will help familiarize students with how to use the Equation Editor Tool

Equation Editor Guide

Practice Tests

Access CBT and PBT practice tests, as well as standard reference sheets for Mathematics, and approved ELA graphic organizers and reference sheets for students with disabilities

English Language Arts Practice Tests

View English Language Arts Practice Tests

Mathematics Practice Tests

View Mathematics Practice Tests

Mathematics Gridded Response Guidelines

These quick reference guides will help familiarize students with how to mark their responses using grids for Mathematics paper-based testing for grades 3-8.

Gridded Response Guidelines

Text-to-Speech Guide

This quick reference guide will help familiarize students with the use of the Text-to-Speech accommodation.

Text-to-Speech Guide



This slide provides general information about the TestNav Student Tutorial which is accessible through the RICAS Resource Center site. The student tutorial is recommended for students who haven't participated in computer-based testing before, and may be useful for educators to walk students through as there is no audio component.

RICAS Practice Tests

- Script and guidance found in the TAMs.
- RICAS Resource Center
 - Easily shared
 - No need to download TestNav
 - Students receive scores
- TestNav application
 - Easily shared
 - Experience with app
 - Students receive scores
- PAN Training Site (Infrastructure Trial)
 - School community practice
 - No student scores

Student Tutorial & Practice Tests

Access resources for educators to prepare students for testing: the student tutorial for CBT and practice tests for CBT and PBT. Rhode Island is administering the MCAS assessments and referring to them as RICAS. Selected resources may be linked to the MCAS website and contain the MCAS branding for the 2017-2018 school year.

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Equation Editor

These quick reference guides will help familiarize students with how to use the Equation Editor Tool

[Equation Editor Guide](#)

Practice Tests

Access CBT and PBT practice tests, as well as standard reference sheets for Mathematics, and approved ELA gridded organizers and reference sheets for students with disabilities

English Language Arts Practice Tests

[View English Language Arts Practice Tests](#)

Mathematics Practice Tests

[View Mathematics Practice Tests](#)

Mathematics Gridded Response Guidelines

These quick reference guides will help familiarize students with how to mark their responses using gridded response for Mathematics paper-based testing for grades 3-8.

[Gridded Response Guidelines](#)

Text-to-Speech Guide

This quick reference guide will help familiarize students with the use of the Text-to-Speech accommodation.

[Text-to-Speech Guide](#)



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This slide provides general information about the ELA and mathematics practice tests, which are also located on the same page as the Student Tutorial on the RICAS Resource Center. Practice tests can be accessed through a web browser (the RICAS Resource Center), through the TestNav application, and also through the Infrastructure Trial.

Practice tests...

- Allow administrators, students, and guest users to become familiar with the online testing environment.
- Provide a preview of question types that may appear on the operational assessment.
- Provide students with the opportunity to test accessibility tools and assistive technology devices with TestNav.

Activity: Reflections from Spring 2021

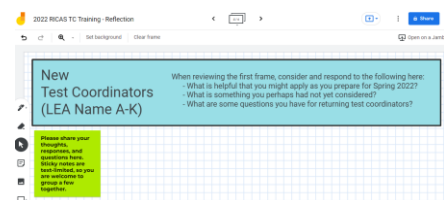
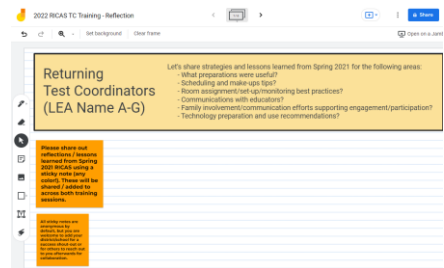
www.ride.ri.gov/TCTrainingRICASReflection

Returning Test Coordinators - Share-out via Jamboard your reflections from Spring 2021 administration:

- What preparations were useful?
- Scheduling and make-ups tips?
- Room assignment/set-up/monitoring best practices?
- Communications with educators?
- Family involvement/communication efforts that supported engagement and participation?
- Technology preparation and use?

New Test Coordinators - Share-out via Jamboard reacting to the lessons learned that were shared by returning test coordinators:

- What is helpful that you might apply as you prepare for Spring 2022?
- What is something you perhaps had not yet considered?
- What are some questions you have for returning test coordinators?



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www.ride.ri.gov/TCTrainingRICASReflection

As we look ahead to testing this year, we can also look back to Spring 2021 and share out our reflections on strategies that worked, lessons we learned, and ideas we have for this year as a result. Last year was a very challenging year due to the pandemic, particularly with balancing student schedules and learning modes, and this year has many similarities.

As those of us here today are a mix of returning and new test coordinators at the district and school levels, the Jamboard for this activity is organized accordingly, with different questions for each to focus on. Returning test coordinators, please add to the orange-heading Jamboard frames (there's three) according to your LEA name. New test coordinators, please add to the blue-heading Jamboard frames (there's two) according to your LEA name as well.

We will come back together at the end to briefly review folks' submissions. These Jamboards will remain live and editable at the link indicated in the slide until February 18, at which point they will return to view only, but still be available as a resource for you.

During Testing:

How to Administer RICAS Assessments



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Now we will move on to some highlights about administering the RICAS assessments.

General Tasks During Testing

- Monitor test administration, test security, and investigate and report testing irregularities:
 - Paper-based testing procedures outlined in RICAS TCM, Appendix C.
 - Testing irregularities procedures, see RICAS TCM and RISAP TC Handbook.
- Track secure testing materials, collect immediately after testing each day, and store securely whenever not in use for testing.
- Maintain list of students who require make-ups and schedule their make-up sessions accordingly.
- Be available to test administrators and proctors.
- Check and update student information (SIS) and accommodations (PAN), if needed.
- If your school is selected for a monitoring visit, follow the appropriate procedure as noted in the RISAP TC Handbook (www.ride.ri.gov/TC).



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This is a general list of test coordinator responsibilities during testing. Monitoring test administration is important; even as test administrators monitor their testing locations, test coordinators should monitor the school to ensure all is running smoothly, and ensure that your test administrators know how to contact you with questions before and during testing. Paper based testing has different procedures than computer-based testing, so if you have any students taking a paper form of the test, make sure you review Appendix C of the TCM, and also the PBT TAM.

Tracking, collecting, and securely storing secure test materials during test administration will minimize the possibility of a security breach.

As needed, please review and update student information (particularly for new students, or students whose IEP/504 plans are updated) to ensure all information and accommodations are correct.

We will be conducting monitoring visits again this year. Schools will be selected and they and their district notified by March. We have posted an updated process and information in the RISAP Test Coordinator Handbook. As noted in the RISAP Overview Test Coordinator Training, monitoring visits are an opportunity for schools and RIDE to learn more and provide feedback about administration of state assessments.

Test Security and Testing Irregularities

This section will again highlight various aspects of test security and testing irregularities, including several FAQs we have received in past years.

Test Security During Testing

- Track secure materials (testing tickets, test & answer booklets, used scratch paper) using the form in the TCM (pictured).
- Ensure all test administrators and proctors are actively monitoring while students are testing.
- Constant supervision of students while they have access to secure materials:
 - Students must never be left unattended while testing *or* while transitioning to a test completion room with their device.
 - Test administrators must be present at all times during testing; proctors cannot be left with students.
- No communication about test content with students, among educators, or with families.

Appendix A—Sample CBT Administration Forms and Materials for Testing

Sample Blank Form for Computer-Based Testing

Spring 2022 RICAS Administration Test Materials Internal Tracking Form

Principals must account for all secure materials at all times.
Use this form to track the distribution and return of all secure materials.

Test Administrator's Name: _____ Room Number: _____

Date: _____

Materials Moved from Locked Storage Area to Room # _____

Date	Time	# of Student Testing Tickets	# of Proctor Testing Tickets for Content Administration (See TCM for details)	Scratch Paper Used? (Yes or No)
Principals or Designee's Count				<input type="checkbox"/> Yes <input type="checkbox"/> No
Test Administrator's Count				<input type="checkbox"/> Yes <input type="checkbox"/> No
Principals or Designee's Signature		Test Administrator's Signature		

Materials Moved from Room # _____ to Locked Storage Area

Date	Time	# of Student Testing Tickets	# of Proctor Testing Tickets for Content Administration (See TCM for details)	Scratch Paper Used? (Yes or No)
Principals or Designee's Count				<input type="checkbox"/> Yes <input type="checkbox"/> No
Test Administrator's Count				<input type="checkbox"/> Yes <input type="checkbox"/> No
Principals or Designee's Signature		Test Administrator's Signature		

Date: _____

☐ Check this box to confirm that scratch paper and testing tickets have been securely disposed of at the school.

Retain this document in your school files for three years.

RI Rhode Island Comprehensive Assessment System
TCM (rev. 2-8 Spring 2022)

Tracking of secure materials requires an internal tracking form, like this sample form included in the Test Coordinator's Manual, though you may also create your own that has the same information. Secure materials must be accounted for at all times.

For specifics related to paper-based testing, please pay close attention to Appendix C in the RICAS TCM, and to the directions in the RICAS PBT TAM.

Active monitoring is critical, and students must never be left unsupervised when any student in the room is still testing, or when they have access to secure materials. Test content may never be discussed at any time.

Testing Irregularities

- Some testing interruptions are testing irregularities and need to be reported:
 - Technology issues that cause a delay of more than 15 minutes in testing.
 - Student becoming sick and/or leaving testing due to emergency.
- The following irregularities may result in invalidations (student scores and/or accountability):
 - Cell phone possession or use by students during testing (including listening to music after test completion).
 - Accommodations incorrectly given to student, or IEP/504 plan accommodations not given at all.
 - Lost or mislabeled student test booklets, testing tickets, or other secure materials.
 - Coaching, erasing, altering, or interfering with students' tests in any way.
 - Access to secure test materials or content by unauthorized persons prior to, during, or after testing.
- If any test irregularity occurs:
 - Correct and contain the incident at the district/school level.
 - District Test Coordinator must notify RIDE immediately.
 - See the RISAP Test Coordinator Handbook for details about testing irregularity reporting and a form to use for your report.



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The test security policies are clearly outlined in the TCM and TAMs. These are a few of the most common irregularities RIDE received last year.

Some testing interruptions may be considered testing irregularities, as listed here and in the TCM. Other testing irregularities may result in student score invalidations, and/or invalidations of the student's score for accountability.

If any test irregularity occurs, it needs to be immediately corrected and contained, and RIDE must be notified. The RISAP Test Coordinator Handbook provides steps and details about what to do, as well as a form to use (an editable version is downloadable from the www.ride.ri.gov/TC webpage).

During Testing FAQs – Testing Interruptions

- **What do I do if one student's device has issues, but the student is logged in and the problem cannot be resolved within 15 minutes?**
 - Do not switch the student to another device unless told to do so by the RICAS Service Center.
 - If you have contacted the RICAS Service Center and the problem still cannot be resolved within 15 minutes, you should schedule the student to complete the session at a later time.
- **What do I do if many students are affected by a power/internet outage?**
 - Circumstances over which you have no control (e.g., power failures) may interrupt testing. The TAMs include specific instructions for test administrators to follow if an interruption occurs.
 - When normal conditions are restored, test administrators should resume testing. No interruption should reduce the total amount of time that students are given to complete the interrupted test session.
- **How do I know if there is a system-wide outage during testing (e.g., RICAS testing servers go down)? How is that handled?**
 - In the rare occurrence that TestNav or PearsonAccessNext experiences an outage, the RICAS Service Center will email a notification to district and school test coordinators, and technology coordinators.
 - The RICAS System Status page at ri-testnav.statushub.io will be updated until the issue has been resolved. A second email will be sent to schools and districts when service is restored.



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This and the following slide review FAQs we receive during testing. The information found here is also included in the RICAS Test Coordinator Manual.

This slide focuses on testing interruptions relating to technology – what to do if a student's device has issues and the student can't test for 15 minutes or more, what to do in the case of a power or internet outage, and how a system-wide outage is communicated if that occurs during testing.

During Testing FAQs – Testing Interruptions

- **What do I do if there is a school emergency and students must leave the building?**
 - Safety comes first. If it can be done safely, have students log out of TestNav (CBT) or close test & answer booklets (PBT) before leaving the testing area.
- **If a student becomes sick or otherwise is required to stop testing before they have submitted, what should I do?**
 - The student should log out (CBT) or close their test & answer booklet with a piece of blank scrap paper marking their place (PBT, ideally indicating the item number) and the test administrator collect the student's testing materials.
 - The student (and family) should be informed that they should not discuss the test, that the student will resume testing after their return to school, and will only be allowed to work on test items that the student has not viewed or answered.

For school situations where students must unexpectedly stop testing and leave the building, safety always comes first, so if possible and safe to do so, students should log out of TestNav or close their test booklets before leaving the testing area.

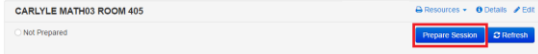
If a student becomes sick or has to stop testing before they finish or submit their test, please follow these steps. Students must log out or close their testing booklet (with a piece of paper marking their place and ideally writing down the item number), and the test administrator immediately collect their materials. The student and their family should be informed to not discuss the test, and that the student will resume testing where they left off (not accessing items they already viewed or answered) when they return to school.

Managing PAN Sessions

PAN: Preparing, Starting, and Stopping PAN Sessions

Review the “Sessions Management” module at <http://ricas.pearsonsupport.com/training>

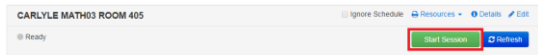
- **At least one day prior to testing (available March 24): “Prepare” the PAN Sessions** in order to assign test forms to students according to their PNP:



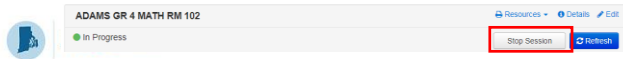
- *Do not* do this on the day of testing – it may take several minutes for the system to assign the forms to students.
- Any special forms such as text-to-speech (TTS) will be displayed next to the student’s SASID.

Before Preparing PAN Sessions
test coordinators *must* ensure all students’ accommodations and accessibility features are correctly assigned – incorrect test forms may result in score invalidations

- **On testing day: “Start” the PAN Sessions** so that tests may be unlocked.



- **At the end of school testing window: “Stop” the PAN Sessions.**



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One major task that Test Coordinators and Test Administrators share is to manage PAN Sessions in PearsonAccessNext.

First, at least a day prior to testing, the Test Coordinator will prepare the PAN Session. This year, the ability to prepare sessions will be available beginning on March 24. Preparing the PAN Session will assign students the appropriate test forms that are listed in the PNP. It is recommended to prepare the PAN Session at least a day prior to testing as it may take a few minutes for the system to assign the forms. Once the PAN Session is prepared, any special forms such as text-to-speech (TTS) will be displayed next to the student’s SASID.

Second, on the day of testing, start the PAN Session. The first day you can start a PAN session is March 28 which is the first day of the ELA testing window (only ELA sessions can be started at that time). Once a PAN Session is started, it cannot be stopped until all students are in Complete or Marked Complete status (more on that in the ‘after testing’ section). If the PAN Session was started early, the test will remain secure as long as the tests are locked (as we will cover on the following slide) and students do not have access to student testing tickets.

PAN: Unlocking / Locking Student Tests

Review the “Sessions Management” module at <http://ricas.pearsonsupport.com/training>

- **Note:**

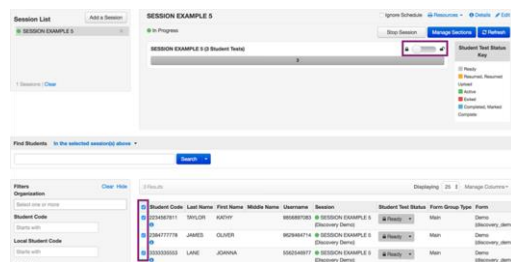
- PAN Sessions must be both prepared and started before any student tests can be unlocked.
- Student tests should *only* be unlocked while the school is actively testing that grade(s) and content area.

- **Just before testing on testing day:**

“Unlock” the test for the students who will be participating so that students can login to TestNav.

- **At the end of each testing day:**

“Lock” all students’ tests to keep tests secure between testing sessions.



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Just before testing on the testing day, unlock the students’ tests for that PAN Session. The school test coordinator can do this for all PAN Sessions that will be needed that day for testing (e.g., Grade 4 ELA, Grade 4 TTS, Grade 4 Human Reader Small Group Library; and individually named PAN Sessions), or the test coordinator can allow test administrators to unlock their own PAN Sessions just before (or while) students enter the testing room (e.g., Smith Room 405 Gr 7 ELA, Ramirez Room 510 Gr 7 ELA) and prior to distributing student testing tickets.

Once student tests are unlocked, students can log in if they have their student testing tickets. This is another reason it is particularly important to track and collect all student testing tickets.

At the end of each test day (or once all students have finished testing that day), schools are recommended to lock the test so that the tests remain secure. Tests can also be unlocked for individual students in the PAN Session using the Student Test Status dropdown on the Student in Sessions page. For example, if a handful of students missed testing on testing day and are still in ‘Ready’ status, their individual test Session 1 or Session 2 can be unlocked without unlocking the tests for all students in that PAN Session.

PAN – Moving Students Between PAN Sessions

Review the “Moving Students Between Sessions” module at <http://ricas.pearsonsupport.com/training/>

- **If you need to move a student to a new PAN Session *prior* to the student beginning testing:**
 - Reasons include: correcting an accommodation *before* a student logs in to TestNav, moving the student (no completed sessions) to a make-up session or a different test administrator / location.
 - The test form assigned to the PAN Session (e.g., Human Reader, Human Signer) *must* match the test form (accommodation, PNP setting) assigned to the student.
 - Please note, you cannot move a student if:
 - that student’s status in either session is “Active”, “Complete”, or “Marked Complete”; or
 - the PAN Session has been stopped.
 - Students with the same status (e.g., both “Ready” or both “Completed”/“Marked Complete”) for Sessions 1 and 2 can be moved.
- **If a student has already taken one session**, the student *cannot* be removed from that PAN Session without changing the untested session status to “Marked Complete”. This is considered a testing irregularity as it requires RIDE to void that student’s test so a new test can be created.
 - *Note: This is similar to scenarios relating to incorrect accommodations (next slide).*
 - Test coordinators would need to contact RIDE and submit a testing irregularity report detailing all steps taken.
 - RIDE will “Mark Complete” the second session, void the test record, and assign a new test to the student.
 - Test coordinators must then update the student’s PNP before adding the student to a PAN Session.
 - Before the student tests, test coordinators must “Mark Complete” the session the student already took so they do not retake it.



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Especially if you organize test sessions by testing location / test administrator, you may need to move students to a different PAN Session prior to testing. It is not recommended to move a student to a new PAN Session while the student is in the middle of testing (e.g., has taken one test session of a content area), as that requires the student’s other test session to be “Marked Complete”.

In the rare instance that a student’s IEP changes between administration of test Session 1 and Session 2 for a content area, please contact RIDE.

We will review guidance relating to handling of incorrect accommodations on the next slide.

PAN – Resolving Incorrect Accommodations

NEW PROCESS FOR SPRING 2022

- If a student has already logged in to TestNav and has an incorrect accommodation (e.g., TTS, human reader, human signer, web extensions, assistive technology, Spanish for math) that needs to be updated, test coordinators must contact RIDE.
 - The test administrator should direct the student to stop testing and sign out of TestNav.
 - RIDE will void that test (both test sessions) and assign a new test to the student.
 - Test coordinators then must update the student's PNP accordingly, then assign the student to a proper PAN Session (ensuring the PAN Session's test setting matches the student's accommodation) for the student to retake that session.
 - Test coordinators are required to complete a *detailed* test irregularity report. The student's score may be invalidated for accountability.

Test coordinators are no longer able to "void" tests in PAN.

Not Tested and Void Test Score

Not Tested Code	Void Test Score Code
Not Tested Reason	Void Test Score Reason
<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	<input type="checkbox"/>

* Required

Create Reset

RIDE does not use the Not Tested Codes. Medical absences are *only* submitted via the exemption process described at www.ride.ri.gov/Assessment-Exemptions



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The process for updating incorrect accommodations has changed for Spring 2022. Test coordinators are no longer able to "void" tests in PAN. If incorrect accommodations are found after students begin actively testing, there are two types of solutions:

- For **accommodated CBT test forms** (assistive technology, screen reader, text-to-speech, human read aloud or human signer, Spanish), the process is more complicated and requires a new test. Please follow the void procedures on this slide.
- For **accessibility features that are form-based** (alternative background, font color, answer masking) and (and the spell-checker special access accommodation for ELA), the procedure is simplified. The student logs out, the PNP is updated in the Manage Student Tests task, and the student logs back into the test.

The school must contact the student's family to let them know of the error and what happened. If the student has completed a substantial amount of the test session before the incorrect accommodation was noticed, the school must confirm with the student's family that the student may take the full test session again (or, in rare cases

where the student completed one session with an incorrect accommodation and was partway through the second, that the student would take the entire RICAS test again).

In the case of an incorrect accommodation or accessibility feature, or any case where a test has to be voided, the student will still receive a score and score report (provided that no other irregularities result otherwise), but the student's score will be invalidated for accountability purposes for that content area.

As a reminder, RIDE still does not use any of the "Not Tested Codes" in PAN; medical absences are only to be submitted through the medical exemptions process and in accordance with its strict criteria, posted on our Assessment Exemptions webpage.

PAN FAQs – New Student, Unlocking Tests

- **If a student transfers into your school after you ‘stopped’ all PAN Sessions for a content area** and the student has not yet taken RICAS in that content area:
 - You will need to set up, prepare, and start a new PAN Session for that student.
- **If you will be testing students within a PAN Session before/after the other students in that PAN Session** (e.g., a small number missed testing on the test day when the others completed Session 1 or Session 2):
 - *Only* unlock that particular Session 1 or Session 2 for those students’ individual tests.

Find Students In the selected session(s) above

Search

Filters Clear Hide

Organization Select one or more

Student Code Starts with

Local Student Code Starts with

Clip UIN Starts with

Group Select one or more Toggle secondary filters

3 Results Displaying 20 1 Manage Columns

Student Code	Last Name	First Name	Middle Name	Username	Session	Student Test Status	Form Group	Type	Form
223456781	TAYLOR	KATHY		985687083	@ SESSION EXAMPLE 5 (Discovery Demo)	Ready	Main	Demo	(discovery_demo)
228477778	JAMES	CLIVER		982944714	@ SESSION EXAMPLE 5 (Discovery Demo)	Unlock	Main	Demo	(discovery_demo)
333333553	LANE	JOANNA		558254897	@ SESSION EXAMPLE 5 (Discovery Demo)	Ready	Main	Demo	(discovery_demo)



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These are a couple FAQs that we received last year regarding new students arriving in the school – if the student has not taken RICAS and the testing window is still open, you need to test them – and about how to maintain test security for students that are making up testing, without unlocking all student tests in a PAN Session.

PAN FAQs – Student Enrollment

- What do I do if a student **leaves** my school/district during the state testing window?
 - **If the student has not yet been assigned to PAN Sessions:** nothing, though you may create a “transfer” PAN Session that will not be started and add the student to that so they are not added to an active PAN Session.
 - **If the student has been added to PAN Sessions but has not yet tested for a content area:** remove them from the session, and either leave as-is or place them in that “transfer” session.
 - **If a student has taken one test session of a content area:** mark the student’s test complete for the session not submitted; RIDE will do the rest in our data clean-up.
 - **If a student has taken both test sessions:** nothing; RIDE will handle it in our data clean-up process.
- What do I do if a student **enters** my school/district during the state testing window?
 - Reach out to the student’s prior district (if from a district within RI) to determine if the student has tested for each content area:
 - If the student has tested **both sessions in a content area**, you are all set. Do not test the student in that content area.
 - If the student has **only taken one session in a content area**, assign that student to their own session, mark the session already taken as ‘complete’, and test the student in the untested session. RIDE will merge the two tests during our data clean-up process.
 - If the student has **not taken any sessions in a content area**, test the student in that content area.



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These are two most common questions we receive about student enrollment and RICAS testing.

If a student leaves your school or district during the testing window, their session assignment and testing status is the determining factor in the actions test coordinators need to take. Remember: students who leave your school after the nightly feed has begun will not be removed from your school’s PAN record, but RIDE will clean up all of the final assessment data to ensure that students are matched to their correct schools.

If a student enters your school or district during the state testing window, test coordinators first need to determine whether the student has taken RICAS in that content area or not, and how much – generally by reaching out to their sending district or former school.

Monitoring Testing through PAN

There are a few different ways that PAN can be utilized for monitoring testing and students' test status.

PAN: Monitoring Students in Sessions

Review the “Sessions Management” module at <http://ricas.pearsonsupport.com/training>

- Once testing begins, test coordinators and test administrators may review student progress through the PAN Session dashboard for each content area session.
- Click ‘Refresh’ to update the dashboard.
- Clicking on a student’s status (e.g., Completed, Active) for that session will show a table indicating the items a student has viewed/answered and timestamps.
- For more information, visit the [PAN User Guide for this topic](#).

The screenshot displays the PAN Session dashboard. At the top, there's a 'Session List' on the left and a 'Session Window' for 'ADAMS GR 4 MATH RM 102' on the right. The session window shows a progress bar and a 'Student Test Status Key' with colors corresponding to different statuses: Gray (Ready), Green (Active), Blue (Completed), Red (Exited), Yellow (Resumed), and Blue (Marked Complete). Below the session window is a 'Find Students' section with a search bar and a table of results. The table has columns for ID, Last Name, First Name, Middle Name, Username, Session, GradeMath, Session 1, Session 2, Form Type, and Form. The table shows three students with their respective statuses and session details.



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Test coordinators and test administrators may monitor the progress of students in individual PAN Sessions. The Student Test Status will change individually for each student. The test status for each student is displayed in the Session window.

The **Student Test Status** shows the status of the students in the online testing process after testing has begun. The most common are Ready (gray – the student has not yet logged in), Active (green – the student is logged in and actively testing), and Completed (blue – the student submitted their test session). Other statuses include Exited (red – the student is not currently testing/logged in, but hasn’t submitted final answers), Resumed (yellow – the student hasn’t yet logged back in but has been reauthorized to return to their test session), Resumed Upload (also yellow – the student hasn’t logged back in but TestNav will look for a Student Response File on the testing machine when the student does log back in), and Marked Complete (also blue – when the student doesn’t finish and will not finish a test session, the test coordinator can mark the test complete, which essentially submits the test remotely).

For more information on each of these statuses, visit the PearsonAccess^{next} User Guide.

** notes for reference

Ready (gray) status means that the student has not yet logged in.

Active (green) status means a student is logged into TestNav and actively testing.

Exited (red) status means the student is not currently testing and has not submitted final answers. Students could also be in exited status if they unintentionally exited during the test session. The test status will need to be changed to Resumed by the test administrator before the student can log back into the test and resume testing.

Resumed (yellow) status means the student had been authorized by the test administrator to resume the test but has not yet logged back into TestNav.

Resumed Upload (yellow) status means TestNav will attempt to locate a Student Response File (SRF). Resumed Upload status directs the user to browse for an SRF on the testing machine when the student signs back in to continue testing.

Completed (blue) status means the test session was submitted by the student through TestNav and the data has been processed.

Marked Complete (blue) status means the student is finished or otherwise will not continue the test session as scheduled. This status means that a test administrator marked the test session complete for the student since the student did not finish as expected.

PAN – Monitoring Testing via Operational Reports

Reports > Operational Reports > Students & Registrations > PNP Report

Report Parameters

Test Administration
Massachusetts > 2016 - 2017 > Spring 2017 MCAS Gr. 3-8

Organization
LEANN SCHOOL (56787534)

Accessibility Features and/or Accommodations*

ALL

Filtered Organization

Test

[Display Report](#) [Download CSV](#)

- Ensure students have the correct:
 - Test format (paper or online) assigned
 - Accessibility and accommodations information assigned
 - (Double check) accommodations requiring special forms: TTS, Assistive Technology, Screen Reader, Human Read Aloud/Human Signer, Spanish

2 Results

Row	SA SID	Student Name	Organization Name	Organization Code	Test Name	Test Format	Form Code	Session Name	Alternative Answer and Marking	Background Color	ASL Video Edition	Screen Reader Edition	Assistive Technology	Large Print Test Edition	Human Reader or Signer Edition	Calculation Device	Word Prediction	English/Spanish Edition Test	Text-to-Speech	Human Read Aloud or Signer	Any Other Accommodations
1	10101010	BOB, JIM	LEANN SCHOOL	56787534	Grade 3 ELA (E-AD3)	Paper											Y			02 = Human Read Aloud	Y
2	101123131	STUCKIE, STUCKIE	LEANN SCHOOL	56787534	Grade 5 Math (M-CT5)	Online		CHANGINGACCOMMODATIONS				Y									
3	1010581343	TAYLOR, KENNY	LEANN SCHOOL	56787534	Grade 3 ELA (E-AD3)	Online		E-103ELAD1 GRADE3 ELA				Y									



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Operational reports can also be used to monitor testing and test statuses, particularly the critical task of ensuring proper assignment of accessibility features and accommodations. To do this, you can use the PNP report in the PAN Operational reports task.

Please ensure students have the correct test format (either online or paper), correct accessibility and accommodations information, and double check accommodations requiring special forms. These are TTS, Assistive Technology, Screen Reader, Human Read Aloud/Human Signer, Spanish.

PAN – Monitoring Testing via Testing Dashboard

- **New for Spring 2022!** Dynamic dashboard visualizations for testing status:
 - Student Test Status by Subject
 - Session Status
 - Test Status - Online
- Dashboard has filters to select statuses/groups for focus.
- Set several different chart types (e.g., stacked bar chart, speedometer, donut chart) according to test coordinator's preference.
- *Will go live when testing begins in March*



Finally, a new tool will be introduced this year and will be available to test coordinators when the ELA testing window opens in March. This dynamic, filterable dashboard can be configured in a variety of ways by test coordinators to display subject, session, and student test status in real time. RIDE will share additional information once the tool is ready to be launched.

Support During Testing

If, during testing, you have questions or need technical support, the following two slides are a quick-reference you can use.

For Support During Testing, Contact...

LEA/District Test Coordinator	RICAS Service Center	RIDE Assessment Office
<ul style="list-style-type: none"> • Testing schedule • Questions about local testing policies or protocols • School emergencies that affect testing • Unusual circumstances on test days • Violations of test security • Reporting irregularities 	<ul style="list-style-type: none"> • Navigating PAN • TestNav 8 • Setting up test sessions • Managing student data • Managing user IDs and passwords • Infrastructure trial • Setting up proctor caching • Submitting additional materials orders 	<ul style="list-style-type: none"> • Accommodations questions • General testing policies or protocols • School emergencies that affect testing • Unusual circumstances on test days • Violations of test security • Reporting irregularities • Anytime a test may need to be voided



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Please see the topics on this slide when deciding whether to contact the RICAS Service Center, your district testing coordinator, or RIDE.

Please do not contact RIDE to troubleshoot technical issues (e.g., user or student login not working) – the RICAS Service Center specializes in that area of support. That said, RIDE must be contacted for testing irregularities due to technology issues that impact testing, but the help desk should be able to help resolve the issues first.

Remember: when emailing anyone about an issue involving a student and their test, email is *not secure*. To protect student confidentiality when contacting RIDE or the RICAS Service Center via email, only include the student's SASID, along with grade level and school/district. Do not ever include screenshots where any student information (e.g., name, date of birth) other than the SASID is visible.

Quick Guide for RICAS Service Center Calls

Topic	Information to Provide
Performance issue within PAN	Type of device being used Operating system Browser Description of the issue Troubleshooting steps already taken
Issue while live testing	School name Session name Using proctor cache or not Student information (if only affecting specific students) Description of the issue
User account issues	Username Did they request a password request
Issues with TestNav	School name Session name Type of device being used Operating system Description of the issue and troubleshooting steps taken



Please note that if a student is not found in PAN, there may be a few reasons for this:

- Students logged in PAN are loaded from eRIDE and the enrollment census – check your SIS and/or with your data manager.
- It may take a couple days for a student who was added to the eRIDE census to be visible in PAN.
- If you still do not see the student, please reach out to the help desk and have ready the student name, student ID (SASID), grade level, and school.

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The RICAS Service Center has provided this guide on the information to have available when calling for support.

After Testing:

How to Close Out RICAS Assessments



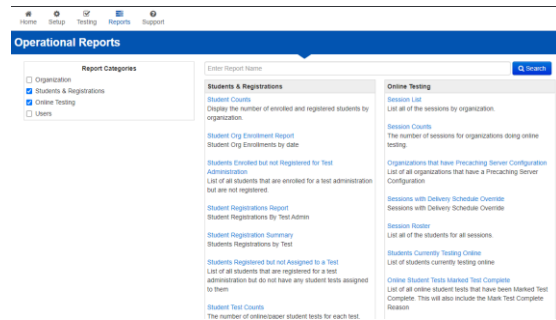
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In this final section, we will briefly review a handful of tasks covered in more detail in the RICAS Test Coordinator's Manual.

PAN Tasks – Operational Reports

Reports > Operational Reports

- Students & Registrations:
 - Students with Online Test but not assigned to Session
 - Students with Multiple Tests
 - Student Tests that have been Assigned but have not yet Completed
 - Not Tested Student Tests
 - Do Not Report Tests
- Online Testing:
 - Online Student Tests Marked Complete
 - Student Tests that are Ready and Unlocked



- Note when viewing reports:
 - Some reports allow you to display or download them.
 - Some reports only create a downloadable file.
 - For downloadable reports, you can Refresh the report or create a new one.



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As you close out testing, the operational reports listed on this slide may be helpful to test coordinators in order to ensure that all students tested who should test, that all student tests have been completed/marked complete (or are otherwise still in 'ready' status but locked).

PAN Tasks – Managing Student Tests

(see the RICAS TCM p.50)

Before test coordinators can ‘Stop’ a PAN Session, make sure all student tests in the session are in ‘Complete’ or ‘Marked Complete’ status. Here’s what to do for those that are not:

Scenario	Test Session Status	What To Do
Student who did not test in a content area	‘Ready’ status for both Session 1 and Session 2	Remove student from the PAN Session OR ‘Mark Complete’ the student for both test sessions and add a note as a reason if your school tracks that
Student who partially tested	‘Ready’ status for <i>either</i> Session 1 <i>or</i> Session 2	‘Mark Complete’ the non-tested session
Student who did not finish one or both test sessions (did not answer all items, did not ‘submit’)	‘Exited’, ‘Resumed’, or ‘Resumed Upload’ status for Session 1 <i>and/or</i> Session 2	‘Mark Complete’ those students’ sessions through the ‘Students in Sessions’ interface, and the ‘Mark Student Tests Complete’ task
Students who completed testing but did not submit their test session(s)		

Before test coordinators can ‘Stop’ a PAN Session, you need to make sure that all students in the session are in ‘Complete’ or ‘Marked Complete’ status. Please review this table, which corresponds to updated guidance in the Test Coordinator’s Manual, for what to do in each scenario.

Materials Handling

- Destroy/shred secure student testing tickets, proctor testing tickets, and anything with student writing (used scratch paper, reference sheets).
- Transcription of paper tests (if needed).
- Schedule materials pick-up for any paper-based tests (see RICAS TCM, Appendix C).
- Recycle unused non-secure test materials.

Always make sure all secure materials are accounted for and (as applicable) shredded or returned. Make sure that all used scratch paper is accounted for and securely destroyed (e.g., shredded) at the end of testing. Securely destroy (e.g., shredding) any manuals or pages from manuals on which secure information (e.g., logins, student information) was written.

If you have any paper tests that need to be transcribed, please follow the directions in Appendix C of the TCM, where you can also find directions to schedule paper materials pick-up.

Any non-secure materials may be recycled.

Close-Out

- Ensure all sessions are stopped and locked in PAN.
- After the state testing window closes, notify Technology Coordinator that all testing is done:
 - Purge cached test content
 - Uninstall TestNav from student devices
- Review enrollment for accuracy.
- Principal completes the Principal Certification of Proper Administration (PCPA) through RICAS Service Center by **May 31**.
- Keep all records (training sign-in sheets, affirmations of test security, PCPA, etc.) on file at the school for 3 years.



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Finally, ensure that all PAN Sessions are stopped and locked in PAN (if a session was never prepared or started, it doesn't have to be stopped). After the state testing window closes, notify your technology coordinator so that any cached test content (e.g., ProctorCache) is purged, and TestNav uninstalled from student devices.

Ensure that your enrollment being submitted to RIDE is accurate. RIDE will clean all data during our processing in the summer to ensure that only students who are eligible for RICAS and do not have medical exemptions are assigned to you for reporting purposes. If you have questions about accountability, please contact RIDE's Accountability Specialist directly, as accountability reporting has different (more specific) criteria than our general assessment reporting and participation does.

Principals must complete the Principal's Certification of Proper Test Administration (PCPA) through the RICAS Service Center by May 31. You will need to use the login on the letter that was mailed to schools in January. Please be sure to keep all records related to testing on file at the school for 3 years.

Questions?

RIDE Assessment Team

State policies, accommodations questions, reporting of testing irregularities

General Inquiries: assessment@ride.ri.gov

Team Member	Specialty	Email	Phone
Kamlyn Keith (Assessment Specialist)	RICAS policies, testing irregularities	Kamlyn.Keith@ride.ri.gov	401-222-8413
Heather Heineke (Assessment Specialist)	RICAS accommodations questions	Heather.Heineke@ride.ri.gov	401-222-8493
Phyllis Lynch, PhD (Director: Office of Instruction, Assessment, and Curriculum)	RICAS policies, testing irregularities	Phyllis.Lynch@ride.ri.gov	401-222-4693

Make sure you're on RIDE's Test Coordinator Listserv: archive and directions at www.ride.ri.gov/TC



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As a reminder, here is the contact information for our RIDE Team who support various aspects of RICAS.

Please make sure that you are receiving our test coordinator memos – if you have checked your spam folder and do not see any of the memos linked in the archive at www.ride.ri.gov/TC, please contact our office according to the directions in that section of the webpage.

RICAS Service Center

Support for technical issues, PAN issues (login, etc.), questions about PAN and TestNav:

- **Hours:** 7:00 am-5:00 pm, Monday-Friday
- **Telephone:** 855-222-8936
- **Email:** ricasservicecenter@cognia.org
- **Fax:** 603-749-5108

Home > Instruction & Assessment > Assessment > RISAP Test Coordinator Information

Rhode Island State Assessment Program (RISAP) Test Coordinator Information

RIDE has consolidated the test coordination information for all of the assessments in RISAP onto this page, including state policy information.

For assessment information about general topics (e.g., schedules, training, manuals, released items, results), please view the **general information** section on this page.

Use the navigation menu to find general information about each assessment in the statewide assessment system.

Monthly Test Coordinator Webinar Presentations and Recordings

Test Coordinator Memos

RISAP Test Coordinator Handbook

Outplacement Schools

General Information for All Assessments

Help Desk Information for State Assessments

Share Print

Overview

Curriculum

Assessment

RISAP Test Coordinator Information

Assessment Schedules

Assessment Manuals & Materials

Resources for Families

Statewide Assessment Training

Assessment Accommodations

Assessment Exemplars

Assessment Results

Released Items & Practice Tests

Technical Reports

One Percent Rule

Comprehensive Assessment System (CAS)

RICAS Resource Center

Home PearsonAccess Test Setup Test Admin Customer Training Helpdesk Tools Feedback Form Service Center

RICAS Service Center

Access the following at the RICAS Service Center

- Order Additional Materials
- Principal's Certification
- UPS Pickup Request
- Reporting

RICAS Service Center

RICAS Service Center **RICAS System Status** **PearsonAccess[®] User Guide**

RICAS Service Center
ricasservicecenter@cognia.org
855-222-8936
Fax: 603-749-5108
Monday - Friday
7:00 am - 5:00 pm (Eastern)

RICAS System Status
Click to view status of TestNav and PearsonAccess[®] sites.
Please Note: Routine maintenance is take place
Mondays and Thursdays nights as needed.
Check Status page for details on outages.

PearsonAccess[®] User Guide
Access the user guide to find instructions, screen shots, and videos for help using PearsonAccess[®].

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Here is the contact information for the RICAS Service Center, which is available through both the RICAS Resource Center pictured to the right, and in the Help Desk Information section of the www.ride.ri.gov/TC page, pictured in the bottom left.

Thank you!

Thank you! This now concludes our RICAS Test Coordinator Training for Spring 2022.
Thank you for participating.